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# The School and Community

Columbia Missouri

VOL. XI

JANUARY, 1925

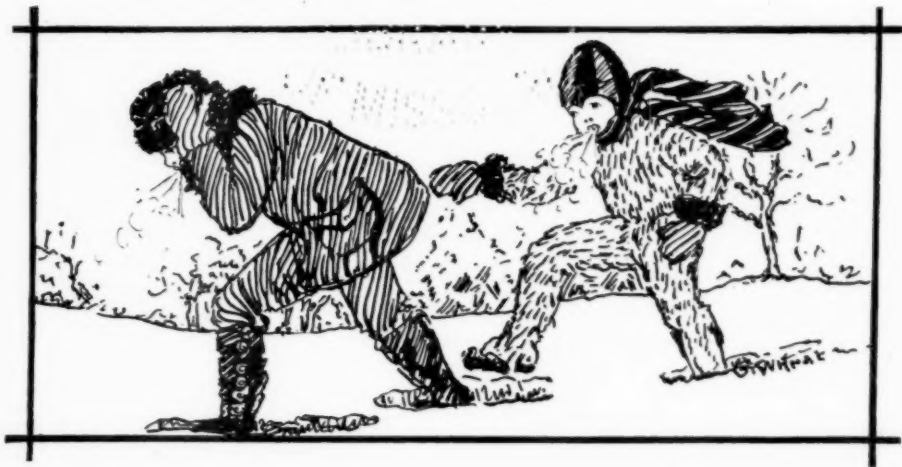
NO. 1

## THE VISION OF PEACE

NATHAN HASKELL DOLE

*O, BEAUTIFUL Vision of Peace,  
Beam bright in the eyes of Man!  
The host of the meek shall increase,  
The Prophets are leading the van.  
Have courage: we see the Morn!  
Never fear, tho' the Now be dark!  
Out of the Night the Day is born;  
The Fire shall live from the spark.  
It may take a thousand years  
Ere the Era of Peace hold sway,  
Look back and the Progress cheers  
And a thousand years are a day!  
The World grows—yet not be chance;  
It follows some marvelous plan;  
Tho' slow to our wish the advance,  
God rules the training of Man.*

--From "High Tide" selected poems  
by Mrs. Waldo Richards



# THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XI

JANUARY, 1925

NO. 1

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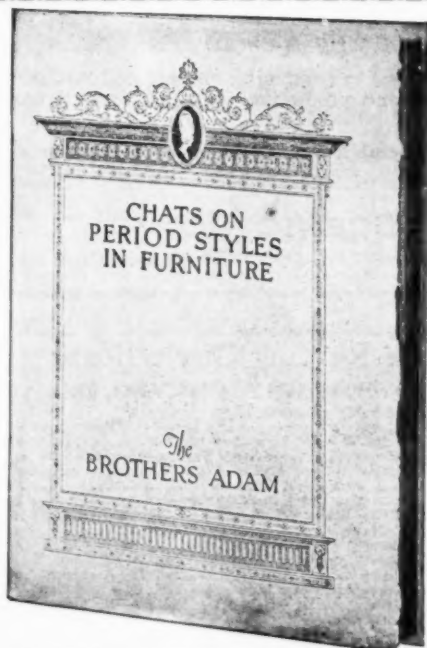
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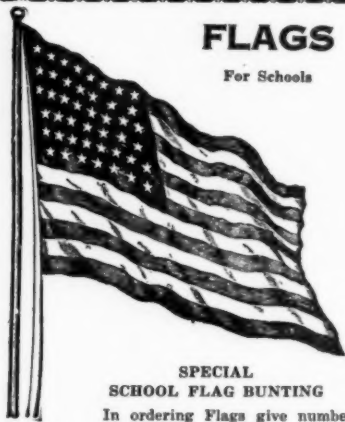
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### A Selfish Wish

**L**et us make a New Year's wish for ourselves, a better wish than the conventional splash of ink on a pasteboard card.

Let us mix the ink from our own heart's blood, set the words from the type of our soul's sincere desire, and print them on top of each page of our lifes' work so that we may read them again and again as we turn the pages day by day.

#### We Wish

That we may live our Code of Professional Ethics knowing that it stands for "Ideals, Service, and Leadership", and that "our highest obligation is to Boys and Girls."

#### That We May So Teach

That mothers will be better mothers, and fathers cleaner fathers because they were our pupils;

That the laborer will love his work and feel the joy of its accomplishment;

That the employer will respect the rights of the workers and know that loyalty to them is a part of his obligation;

That the business man will regard his business more as an opportunity for rendering service than as a method of accumulating profit;

That the preacher will fear nothing but the wrath of a just God and the stultification of his own soul;

That the officer and legislator will regard being right as of more value than being popular;

That the teacher will know the full measure of a teacher's responsibility and count a teacher's work of supremely more import than a teacher's pay; and

That all people everywhere will come to an understanding of the Truth that "The Life is more than meat and the body more than raiment."



# EDITORIAL



By Courtesy St. Louis Star.

One of Missouri's Rural Schools that the "Average" Includes but does not Picture. All of the equipment is in sight—three home made benches, a broken stove, a piece of scrap iron for a poker, a water bucket and a dipper. **DO THEY DESERVE BETTER?**

**C**AN YOU study this picture without feeling that a wholesome New Year's wish for the welfare of our country ought to include a thought for these children and the thousands of others of which these are the type.

It is well to call attention to our best. The School and Community delights to publish pictures showing the good, the new, the progressive. There are many such places to be pictured and for them we are thankful but they serve to emphasize the need for knowing of the existence of the other kind.

To quote from the immortal oration of Patrick Henry, "We are apt to shut our eyes against the painful truth and listen to the song of the siren." The prophet of gloom is not a popular prophet. The old Hebrews didn't give Jeremiah "much house" and Noah was not the most popular preacher of his day. To have the world join in your emotions you must laugh. If you would court the plaudits of the mob do not venture to tell them of their faults or the dangers that their weaknesses threaten. If you do they are likely to vote for the other fellow. They may

even call you bad names and apply epithets that would bring your veracity into disrepute. I recall a cartoon in which an ape was pictured looking at his reflection in a mirror. He turned from it in disgust with the dogmatic assertion: "Taint so."

That's a pleasant way to dispose of the above picture and the dozens of others that have been recently published in the *St. Louis Star*, and the hundreds of others that are known to exist in our great State. But the unpleasant fact remains. The part of wisdom is to admit it and do something to get rid of the unpleasant fact.

**O**N ANOTHER PAGE of this issue is printed an abstract of certain chapters of the report of the Missouri School Survey Committee. The figures, cold, inert, and stubborn are convincing. They are enough, or should be enough, to stir even an indifferent legislature to action, and we have every reason to believe that Missouri's legislature is not indifferent. But

**HE SAITH UNTO THEM:**  
**"COME AND SEE—"**

how far do these figures fall short of portraying real conditions? Averages, medians, quartiles, and percentiles fail to depict the educational squalor, slovenliness, and rottenness that are found in too many of these schools. The most versatile pen, the best camera, or the most eloquent orator, is each inadequate and unable to picture fully some of the conditions that exist in the rural schools of Missouri in this year of our Lord, 1925.

Before an offended editor, an optimistic Babbit, a paid commercial club booster, a he Polly-Anna, or an unbelieving member of the state legislature rises in his righteous indignation to deny the appropriateness of "squalor", "slovenliness", and "rottenness" as applied to these schools, let him take his feet off his desk, get into an automobile, and go to see some of them for himself.

He can take his car at Jefferson City and drive out on the Springfield Highway. An hour and a half of moderate driving will bring him to the forks of the road one mile from Bagnell. Four miles up the creek he can leave his car and climb the hill along a winding trail about one mile in length and he will suddenly come upon Central Point school, in which at least four generations have been educated (?).

The house has never been painted, weatherboarding is off, the rain, the sleet, and the snow find many unobstructed entrances on every side; window lights are out, others are patched with book backs and scraps of paper, while some holes are stuffed with pieces of clothing which a pupil or the teacher is willing to spare for the common protection. Under the house, which has no foundation, he will see brush piled to be used as kindling on wet days. A close examination will reveal the fact that some of the sleepers during the past decades have rotted and fallen to the ground. Let him knock at the door, the teacher will remove the stick of wood which holds it shut, and the visitor will be welcomed to enter. Inside he will see half a score of children with their teacher huddled around a wood stove, turning themselves every few minutes in order to warm the side that has been turned away from the stove, and he will note the tipsy effect of the sunken floor due to the broken sleepers. There is little equipment, library, or maps. The teacher is doing the best she can to give instruction, always conscious of the fact, however, that she is working against physical discomfort, the alleviation of which constantly occupies not only her mind but those of her pupils.

The visitor will leave, feeling glad, perhaps, that school will soon be out and that these boys and girls will be freed from this environment for the remaining six or eight months of the year.

If the visitor is not satisfied with a single example, let him go on to Bagnell and find there one teacher trying to manage sixty pupils in a room more comfortable but little better equipped. He can then continue his ride along the Springfield Highway and detour to the Kaiser school and find another condition similar to the one at Central Point. He may come back to the main highway and stop at the Zebra school which has been closed since December 5th. At the village a mile further he can learn from a director that Zebra has had only four months of school, that the school was taught by a boy who had never attended high school, and that "local initiative" had failed to apply for the State Aid which would have given the children 3 or 4 more months of school. He can then drive into Linn Creek, reaching there in plenty of time to meet four young students in the Linn Creek high school who have already completed

teaching their four months terms in the rural schools and have entered high school in an endeavor to meet standards for further certification. During the evening at the Moulder Hotel, the traveler may regale his mind with the reflection that in at least four districts, school is closed for the year, that some one hundred children have nothing at all to do through the long winter months, and that other hundreds will soon join them in their long, dreary wait for spring work and another four or five months of school next fall.

If he feels that further evidence is necessary to convince him of the deplorable conditions he can continue his drive in the morning along the main highway, three hundred feet of which has cost more than any of the country school houses he has seen, until he gets to the little town of Roach, a mile or two beyond this place, on the right side of the road, he will find a log school house in which the grandparents of the children now in school studied "Webster's blue back spelling book."

After looking over this situation, he will conclude that he has reached the very bottom of the shameful conditions in Missouri, but we insist that he take the trouble to turn to the left at the next crossroads and drive to Pleasant Grove school house which, if he has inquired, will have been described to him as one of the "good school houses" of the county. He will find there a rather large concrete structure. Going in he will see one-half dozen pupils sitting on home made benches around the fire. Overshoes, by those who have them, are being worn; there are no wraps hanging on the wall. Teacher and pupils are wearing all the clothes in which they made the trip to school in the bad weather. One-third of the window lights are out, and one window having not even a sash has a dirty American flag nailed over it so that the children may appreciate what the protection of the Stars and Stripes really means. In the gables are two windows that have never had sashes, and the smoke that misses the chimney, rises and curls out of these windows leaving the air crisp and unpolluted.

A boy from this school, for a dime, will go with the visitor and show him the way to Chapel Bluff school. He can get within three-quarters of a mile of it with his car, then he will have to ascend a precipitous trail to find a log pen covered with a clapboard roof. A

log has been taken out on each side for some window panes. He can see the children fifty yards before he reaches the house through the cracks in the wall, if wall it can be called. On the inside he will find Reba George, a nineteen year old girl who does "house work" in Linn Creek during her long vacation, and who has never attended high school, trying to teach fifteen or twenty children who do not even enjoy the luxury of a desk. No one knows how long the school house has been built, but it is rotten with age. In this hole, twelve by sixteen feet, some thirty children, when they all attend, congregate. There are not enough benches for all, so some sit on sticks of wood or on the floor and do the best they can to get a little learning out of the books.

He can continue his journey through Laclede, Pulaski, Texas, Shannon, and many other counties and find varying degrees of the same conditions. He will come back to his desk or to the legislative halls in no humor to deny the actual conditions in Missouri and keen to assist in doing something that will help to equalize educational opportunity, and to win for all the children of all the people the attainment of the right to a fair chance at a square deal in a democracy whose *living principle* should be what her *spoken motto* now is, "equal rights to all and special privileges to none."

**WE WHO LIVE** in the cities of Missouri, or within reach of any one of the half a thousand first class high schools maintained in our state, should ask ourselves the question "How would we like for our children to suffer from the lack of educational opportunities as many of the state's boys and girls are doing?"

By what right does my child sit in a comfortable, well heated, well ventilated, and well lighted school room, when according to a

#### LET'S TAKE IT HOME TO OURSELVES

statement of a carefully conservative county superintendent, there are fifteen hundred boys and girls in his county alone, and his is not the worst one in the state, who are actually suffering from the cold while they are supposed to be studying?

Who am I that the child who calls me "Daddy" should benefit by the tutelage of a teacher especially trained for teaching and a

college graduate, while tens of thousands of my fellow citizens' children are denied a teacher with as much as a high school education?

By what divine right is this child of mine furnished with books, a large library, well equipped laboratories, beautiful pictures, and elevating music at public expense when those of others just as capable, just as worthy, and just as good are denied all of these advantages?

When we consider our advantages, our blessings, and our privileges what right have we to call them ours until we have bent every effort to bring the same advantages to those who lack them through no fault of their own, just as we have them, probably, through no virtue of ourselves.

**STATE SUPERINTENDENT** Charles A. Lee in consultation and co-operation with legislators, educators, and other state officials has prepared a bill which will be introduced into this legislature and which, if it

**THE REMEDY** becomes a law, will go far toward equalizing educational opportunities and will ultimately improve school conditions in every county in the state.

This bill, the essential features of which have been published in **THE SCHOOL AND COMMUNITY** and given publicity through other channels, strikes at the very root of the present disorder by providing for the establishment of larger units of co-operation. It is a well known fact that few families acting individually are able to give their children an education that will meet the demands of the present age. It is also a well known fact that while the demand for education has increased and a higher type of education is required, the co-operating units, that is, the country school districts, have actually decreased in the number and size of the families co-operating in a given unit. This decrease in the number of people co-operating has caused the price of education in these districts to rise until it is impossible to meet the modern demands.

There was a time when the ox cart could be economically manufactured in the farm work shop with the material from the adjacent woods and with simple tools and unskilled labor. When transportation demanded the two horse wagon, the farm work shop had to be abandoned and the wagon factory was

built at some convenient center. When the demands of transportation and travel grew to the automobile stage, still larger centers of co-operation were necessary in order to meet the increased demands for a more complex product.

Parallel to this evolution of transportation facilities is the evolution of educational facilities. We must recognize that the increased demands for the more complex product demand larger units of co-operation and more highly specialized training on the part of the teacher. Cities have met this condition, but rural communities, by hanging on to the little district, have actually moved farther away from it. It is time that we should recognize that we cannot produce automobile education with ox cart tools and ox cart workmen.

Mr. Lee's bill not only provides for larger units of co-operation, but provides for a reasonable amount of state aid so that each district in the state may, in time, maintain first class elementary schools and first class high schools.

**WHAT WILL** be our attitude toward this new community school bill? Will it be one of support or one of indifference or of opposition? We sincerely believe that when the facts are put before the legislators

**WHAT IS OUR ATTITUDE** and the people generally, that the large majority of the citizens of Missouri will assume an attitude of support.

Of course there will be a few school people narrow enough to fear that the state aid feature, which this bill offers to weakened districts, may take away a few hundred dollars from their state apportionment.

There are tax payers who will object to the bill through fear that it may increase their taxes and there are tax payers, especially in the rural districts, who can be forgiven for having such fears.

There may be another self seeking politician who sees in the possible opposition to this bill his opportunity to ride into a higher office and who will be willing to damn his soul in order to take advantage of this fancied opportunity.

These are some of the types of opposition that the bill will encounter, but they are negligible if the truth, unadorned and plain, is placed before the legislators and the people in the right way.

**T**HE REPORT of the Missouri School Survey without any of the characteristics of "pernicious propaganda" sets clearly and succinctly before the public the figures on the conditions as they actually exist and will have an enormous influence on public opinion, because it furnishes to the

#### THE SURVEY, AND THE STAR'S CAMPAIGN

public the enlightenment which it has been eager to have but which has been unavailable in authoritative form.

Coupled with this work of the Survey Committee, though the two are independent in origin and execution, are the articles which are being run in THE ST. LOUIS STAR and which are frankly depicting some of the worst situations in the state and are therefore telling a story which figures cannot tell.

After all, the appealing feature of education is its human interest feature and the STAR is doing a noble work in putting before the public actual photographs and word pictures of real conditions of real boys and girls and showing to the state as a whole the actual needs of these people, which can be met and which should be met insofar as they are not able to supply them for themselves, by the wealth of the state no matter where that wealth may be located.

We fully believe that these two things, the professional survey and the white light of publicity will arouse the people of Missouri to an effort to equalize educational opportunity and to obliterate the disgraceful spots that mar our State's otherwise prideworthy-ness.

**I**T APPEARS that much of the opposition to the proposed Child Labor Amendment is centered in a distrust of Congress. The opponents of this amendment are busy building strawmen, bogies, and evil genii in wholesale quantities for the purpose of scaring

#### OBJECTIONS TO THE TWENTIETH AMENDMENT

people into the ranks of the enemies of childhood. The measure in fact has for its purpose the protection of childhood against unscrupulous and ignorant exploitation in shops and factories and under dangerous and immoral conditions of employment.

But say the opponents to this measure, "It gives Congress too much power." In fact it gives to Congress no power which the va-

rious legislatures do not now have. Congress might pass a law prohibiting the work of children on farms, so may any state legislature; Congress might pass laws making it illegal for a girl to help her mother wash dishes, or a boy to carry in the wood. We presume that a state legislature might do the same thing. But is there any real ground for fear that either will do so? These are samples of the argument that has been used against the measure.

Some of the literature that is being circulated against the measure gives one the impression that our federal Congress is in reality composed of foreign enemies to our nation who are seeking for power to overthrow us; or that it is composed of morons and nincompoops who through sheer ignorance are likely to scuttle the Ship of State. We would not be surprised to see Doctors Butler and Pritchett launch a campaign to abolish this branch of our government, for surely if it is likely to do any of the things which they argue it may do, it is not competent to be intrusted with such matters as taxes, tariffs, moneys, wars, and foreign relations.

But there are many people opposed to the Twentieth Amendment for other reasons.

There is no need for it, the states have already solved the problem, is the argument contained in many statements. Yet, according to the last census, taken while the Federal Child Labor law was in effect, nearly 50,000 children under 14 years of age were engaged in industrial and commercial pursuits. This law was declared unconstitutional in 1922 and there is no way of determining the exact number that are now employed. It is reasonable to suppose that it is much greater. There are nine states that do not prohibit the employment of children under fourteen in factories and stores.

Twenty-three states have so many exceptions and exemptions that their laws practically allow all children under 14 to be employed any place and under any conditions.

North Carolina, which boasts a law unexcelled by any state, permits children under 14 to work eleven hours a day.

Georgia allows children under 12 to be employed 10 hours a day in textile mills, laundries and places of amusement and they may work from sun-rise to sun-set in other industries. If the child is past fourteen he may be employed to work all night.



Twenty-one states have no laws for the protection of children in hazardous occupations. And it is a known fact that accidents are far more frequent among children working at machines than among adults so employed.

Surely no one can claim that the states are adequately protecting children against inhuman exploitation.

Another argument which sounds reasonable is this: Unemployment of children is a graver danger than their overemployment. This is true in many if not most of our localities and with many if not most of our people. What is more alarming than the fact that thousands of boys are growing up without anything to do? But this is not in any way related to the problem that the Child Labor Amendment seeks to solve.

So many people know the truth of the above statement that it seems rather presumptuous to conclude that Congress is unaware of it. The good American citizen wants his child to learn to work before he is eighteen or before he is sixteen. We have yet to find a person who believes that even

young children are injured by household tasks or wholesome work in healthful and moral surroundings which at the same time allows opportunity for wholesome play and education. Isn't it stretching the imagination considerably to suppose that congressmen will hold such opinions? But the best citizen wants his child to have a chance to grow, to work at work that will develop him and not dwarf him. He objects to his child's working with dangerous machinery, he revolts at his working with immoral companions, and he refuses to allow him to spend his days in unsanitary factories with associates who contaminate the body with contagious disease and the character with moral leprosy.

If each child had such a parent there would be little need for the Twentieth Amendment. Unfortunately such is not the case. There are children who need employment and do not have it. With these the proposed amendment does not seek to deal. There are others that have nothing else but employment. It is these who need the relief that the amendment promises.

## Report of the Missouri School Survey

**T**HE REPORT of the Committee on the Missouri Survey is being made public by its publication in the Annual Report of the State Superintendent of Public Schools and by the printing of a few thousand copies in separate form.

The complete report of the first section covers 162 typewritten pages and is replete with information regarding School Support in Missouri, County School Administration, and Certification of Teachers.

The enterprise grew out of a general desire for definite and reliable information concerning the status of education in Missouri and the evident demand for such information on the part of the last General Assembly as expressed in a resolution by the Senate.

The first chapter outlines the general plan of organization and work.

The work has been financed by the Missouri State Teachers' Association, the Teachers Colleges, the University of Missouri, and the State Department of Education. The contributions of the Institutions and the Department of Education have been in the form of services.

The organization for making the survey was composed of a Professional Committee of prominent educators interested, trained, and experienced in this kind of work, a lay committee of influential citizens who have been interested in public education, and a survey staff of nineteen people who are faculty members of the state institutions or graduate students in them.

The Professional Committee was headed by State Superintendent Chas. A. Lee, the Lay Committee by Judge F. E. Atwood of Kansas City, and the working staff was under the direction of Dr. A. G. Capps of the University of Missouri.

### SCHOOL SUPPORT

The second chapter deals with School Support. In this study the Committee considered the relation of wealth and income to all kinds of expenditures including education, the expenditure for different types of schools and the sources of revenue.

Under National Income and Governmental Expenditures, the Study brings out the following facts:

From 1913 to 1921 inclusive incomes increased from \$34,400,000,000 to \$56,000,000,000 and during that time education costs increased from \$521,546,000 to \$1,192,000,000, i. e., income increased 61% and education costs increased slightly more than 100%. Total governmental expenditures during the same period increased from \$3,179,559,000 to \$9,373,595,000 or nearly 200%.

In 1913 we were spending 1.51 per cent., of our income for education and 9.24 per cent. of it for all governmental activities; while in 1921 we spent 2.13 per cent. for education and 16.73 per cent. for governmental expenditures.

Of the total national expenditures, it is significant to note that in 1920, two years after the war had closed, 77 per cent., or approxi-



mately \$800,000,000 was being spent for "National Defense" and only 1 per cent. or approximately \$10,000,000 was being spent for education. In Missouri the same period showed an increase of 54.5 per cent. in the expenditures for education or considerably less than the increase shown when the country as a whole is considered. It appears, therefore, that Missouri has not kept pace with the states of the nation.

In the distribution of the increased costs in the state, teachers' salaries have increased 151.6, incidental expenses 178.8 per cent. and building expenses 141.8.

The Committee points out five chief facts of interest in their study of school costs:

(1) When the total expenditures of the United States as a whole are considered education costs are only 11.8 per cent of the total governmental costs, local, state, and national.

(2) Education costs comprise relatively an insignificant part of the expenditures made by the Federal Government, 1 per cent.

(3) Education costs comprise one-fourth to one-third the total expenditures of the state and local units of government when these units are taken as one.

(4) Education costs constitute an increasing proportion of the total state and local expenditures.

(5) Education costs constitute a decreasing proportionate part of the state expenditures.

It is found that in 1910 expenditures for education in Missouri were 24.7 per cent. of state and local expenditures; in 1915 it was 28.5 per cent. and in 1920 it was practically back to the 1915 level or 24.8 per cent.

#### Trend in Expenditures in Missouri

Since 1913 expenditures for public high schools and elementary education have increased from \$16,622,000 to \$42,311,000. Incidental expenses show the largest increase; teachers' wages, the next largest and building the least.

The Committee comments as follows on these facts:

"The last decade has witnessed so many changes and symptoms of changes that one is at a loss, frequently, to pass judgment on what changes have really been made. This is a result in part, also, of the fact that some changes are obvious and others have to be detected by careful analysis. For example, the change in teachers' wages has attracted some attention but other items of school expenditures in Missouri have more than held their own in the relative part of school expenditure."

In 1913 teachers' wages constituted 58.8 per cent. of the total annual expenditure. In 1923 this item of cost was 58.1 per cent. of the total.

#### Some Causes of the Increase in School Costs

Some of the causes of the increase in school costs are set forth as increases in each of the following: school attendance, high school enrollment, number of high schools, number of teachers and their qualifications.

Tables show that the number of pupils in average daily attendance has increased by more than one-third in the last decade; high school enrollment has increased by 115 per cent. and the number of first class high schools has jumped from 180 in 1913 to 504 in 1923, or 180 per cent; the number of teachers in our public schools had during this period increased by 23.7 per cent; the percentage of teachers having four years of high school education has nearly doubled while the number having less than one year of high school work has been reduced from 27.4 per cent. to 8.4 per cent.

Other contributory causes to increased cost are enumerated as, introduction of new courses, vocational training, agriculture, home economics, physical education.

#### Sources of School Money

Under this head the Survey shows that 85.03 per cent. of all schools funds are raised by local property tax and that only 11 per cent. is furnished by State appropriation. While the State appropriations have actually increased during the last decade, the relative amount has decreased and there has been a consequent addition to the amount necessarily raised by property tax. In this connection the Committee suggests that the general property tax is bearing its full share of educational costs and that such forms of tax as those on incomes, gross receipts of corporations, and mining products might well be used to a greater extent than is now the case.

#### Inequality in Educational Support and Educational Opportunities

From the fact that over 85% of the cost of public education in Missouri is borne by a tax on property it is evident that the burden of education is distributed in a ratio inverse to the wealth, i. e., the greater the wealth of a given community the less the relative tax burden and the smaller the wealth the greater the burden. In other words the assessed valuation per child will give one a fair basis for determining the relative tax burden in the various districts. The survey shows that Missouri's cities with a population of from 1,000 to 5,000 have on the average an assessed valuation of \$3,300 per child and spend about \$56 per pupil. Cities in the group having from 5,000 to 25,000 population have about 33 per cent. more assessed valuation per child but spend only 12½ per cent. more, while rural districts, taking the state as a whole, have a large comparative amount of assessed valuation per child but spend a much smaller amount per pupil. This is due in part to the fact that no high school facilities are provided in these districts.

The difference in the wealth behind each child is very marked when counties are compared. Seven counties have less than \$1500 of taxable wealth per child while an equal number has five times as much and the wealthiest county is about seven times as capable of supporting education as is the poorest.

When individual districts are considered the disparity is even more appalling, varying from

\$471 per child in the poorer districts to \$108,537 in the wealthier ones. It is thus seen that a given standard of schools would cost the poorest district 230 times as high a tax rate as the wealthiest one, were it possible to attain the standard at all.

In the matter of tax levies, the survey shows a variation from nothing in 37 districts to over 65 cents in 2,706 districts. More than half of the districts pay a school tax ranging from less than 20 cents to even 40 cents on the \$100 valuation.

Of course this inequality in ability and tax burdens is reflected in educational opportunity. There are 1543 districts which have less than eight months of school, 238 having less than six months and fourteen districts that do not maintain as much as four months of school.

Some of the very pertinent conclusions and suggestions as a result of the studies set forth in this chapter are:

(a) There is every reason to believe that the great demand for education in Missouri will call for increased expenditures.

(b) While teachers' salaries have increased from 1913 to 1923 in a general way, they are now at or below the 1913 level when living costs and other school costs are considered and show signs of decreasing.

(c) Under the present plan of financing schools and distributing state aid equal educational opportunities are not provided. The amount of state aid should be increased.

(d) The county unit for taxation would help to equalize the burden of support, and the educational opportunity within a county, but this will have to be supplemented by state aid in order to equalize the taxes and opportunities among the counties.

(e) New forms of taxation should be devised in order to relieve the unjust share being borne by the direct property tax.

## COUNTY SCHOOL ADMINISTRATION AND SUPERVISION

Chapter III of the report considers the question of county administration and supervision.

A brief history of the development of our present county school system is given showing the efforts, successful and unsuccessful, to establish adequate organization and supervision in the counties. This section concludes with the following paragraph: "The most noteworthy attempt to change for the better the foregoing law was the County Unit Law passed by the General Assembly of 1923 and nullified by a referendum vote. There is no question that in general the County Unit Bill was a decided step in advance over the present law. This is an ideal towards which friends of education in Missouri must work."

### Need for County School Supervision

"The fundamental need of supervision," says the report, "is to give children a better education by improving the work of the teachers while in service. Supervision helps the poor teacher to become a good teacher and the good teacher to become a better teacher. A supervisor should give demonstrations of good teaching, aid in lesson planning, show teachers how

to improve teaching, advise with teachers concerning the best ways to handle children of different types, and show where and how to find good teaching materials.

"Supervision as it is understood and practiced in well-organized city school systems resembles very little the average type of supervision at present practiced in our rural schools. The statutory provision that the county superintendent shall visit each school at least once a year has accomplished very little in the way of real supervision. It is needless to say that this provision amounts to nothing more than mere visitation or inspection. It does not provide for supervision. The numerous and exacting administrative duties, the large amount of clerical work, the long distances over in different Missouri roads to reach isolated schools tend to discourage the county superintendent in attempting to supervise his teachers in the real sense of the term. On the other hand it encourages him to be merely an inquisitive inspector, a friendly visitor."

### Facts to be Considered

Certain facts should be taken into consideration when one is passing judgment on the need of real supervision in our rural and town schools. Rural school teachers are working under serious handicaps. Each teacher is expected to do the duties that in the graded schools are performed by the janitor, teacher, principal, superintendent and other employees of the school board. With so many duties to perform it is all the more necessary that the rural school teacher be supplied with modern and efficient equipment which is at least as good as that supplied the city teacher. But unfortunately the rural school teacher must work with inadequate buildings and equipment.

The comparative inadequacy of buildings and grounds is set forth in a table showing the value of this property in city and rural districts. The median values of these items per child in average daily attendance is \$120 for the city child, and \$44.50 for the rural child. In the 50 cases of each class which are tabulated no city school has invested less than \$50 per child in attendance, while 30, or more than half of the rural districts have invested less than this amount. The values of equipment in the two classes of schools show a similar disparity.

### The Qualification of Rural Teachers

The report says "The professional training and experience of a teacher has much to do with the results he obtains. In general a well-trained and successfully experienced teacher will produce good results in the classroom. In fact the better these qualities are the less need for supervision. One would consider it highly impractical to set to work 100 farm hands scattered over a county of six hundred square miles without placing them under the direction of five or six experienced foremen. On the other hand, people view with too little concern the fact that our least trained and least experienced teachers are directed by only one foreman, the county superintendents of schools."

### Teaching Experience

Another need for supervision is indicated by the facts concerning length of experience.

In 1922-23, 2413 rural teachers had had no previous experience; 1923 had had only one year of experience. The median experience of the rural teacher is shown to be 2.7 years. Practically one-half of them are teaching either their first or second terms. In cities more than half have had over five years of experience.

### Professional Preparation

"Not only does the rural teacher have much less teaching experience than the city teacher, but he also has much less academic and professional training. In 1923 out of a total of 9960 rural teachers there was 1525 with no high school training, 775 with one year, 1169 with two years, 801 with three years, and 5690 with four years high school training. The notable facts in the foregoing figures are that 15.2 per cent. of the entire number teaching in our rural schools had no high school training and only 57 per cent. had more than four years high school preparation.

"Of these same rural teachers 4569 had no normal school training, 1883 had eight weeks of normal school training, 1504 had sixteen weeks, 1058 had thirty-two weeks, while only 946 had two years or more of this professional training. It is observed that nearly one-half the rural teachers, that is, 45.9 per cent. had no normal school training and only 9.5 per cent had two years or more of such training. However, the standard set for the city schools by the State Department of Education in 1923 suggests all teachers in the elementary schools of the city to have completed forty hours of credit in advance of a four year high school course. Therefore, for the same type of work, the preparation of teachers in the rural schools is far below that required of teachers in the elementary schools of the city."

### Significance of Tenure

It is generally conceded that the tenure of a teacher has much to do with the effectiveness of his teaching. It requires the major portion of the first year in a position for the teacher to become fairly well acquainted with the details of the situation, and sometimes this period of acquaintanceship extends over into the second year. Within reasonable limits, other things being equal, the teacher who has been longer in a certain position has better control of the factors operating for successful teaching than has the teacher who has been in the position only a short time. Furthermore, tenure of position is some indication of the extent to which teachers are satisfied with their positions. In general, the longer a teacher stays in a place the better contented he is with his work. His mind is relieved of the worry of position hunting, and in consequence his teaching and usefulness improve from year to year.

### Facts Relative to Tenure

The Committee has gathered data relative to tenure in 31 representative counties of the State. These data show that the city elementary teacher stays three times as long, on the average, in a given position as does the rural

teacher. Sixty per cent. of the rural teachers change positions each year and only 9.3 per cent. stay in one place as long as four or five years, while practically one-half of the elementary teachers in cities maintaining a first class high school stay for this length of time or longer.

"The supervisor of rural teachers has a much greater task than the supervisor of city teachers. Since the rural teachers have much less experience and have been in their present positions a very short time, it is clear that they need much closer supervision than the city teachers if their work is to be anything like as effective. These inexperienced, itinerant, rural teachers need the assistance of more experienced teachers who understand the problems of the rural school. The proper type of sympathetic supervision would help to adjust them more quickly to the needs of the community and to an understanding of the individual needs of the children. This constant shifting of teachers in the rural schools and the almost total lack of effective classroom supervision account for many of the educational defects found in our rural schools."

### Salaries

Data collected on comparative salaries show that "half the counties pay their rural teachers an average of less than \$562.50 a year and one-fourth of the counties pay them less than \$463.75. Further, one-half of the counties pay more than \$562.50 a year and one-fourth more than \$665.62. The middle 50 per cent. of the counties pay their rural teachers between \$463.75 and \$665.62 a year for their work.

"On the other hand, the city elementary teachers working with better buildings and equipment receive much more. Fifty per cent. of the cities pay their teachers an average of more than \$786.22 and the other half pay less than this amount. Approximately the middle fifty per cent. of the cities pay their elementary teachers as much or more than the upper twenty-five per cent. of the counties.

"The story told in the salary comparisons is simple. The higher salaries in the cities attract the better teachers who are in the rural schools, thus leaving the poorer prepared and less experienced teachers in the rural schools. Nevertheless, the city sees fit to provide much closer supervision than is possible in the country. The experience of city school administration has demonstrated the worth of supervision for the better prepared and more experienced teachers. Therefore, with the poorer prepared and less experienced teachers in the rural schools, supervision is needed far more. If the finances of the rural sections will not permit the employment of better qualified teachers and if the isolated rural schools must continue to exist, then far more adequate supervision must be provided if the difference in teaching results are to be equalized.

"Moreover, adequate compensation of teachers is the only real basis for demanding adequate professional preparation. Under present conditions it is impossible for the teacher training institutions of Missouri to prepare teachers for the rural schools in as much as the great majority of the schools do not pay

the salary that adequate preparation demands. Intending teachers know this fact and consequently elect to prepare themselves for city elementary and high school positions. As long as human nature is as it is all talk about professional preparation of teachers for the rural schools of Missouri is futile until salary and living conditions in the country are improved."

#### Length of Term

The survey lays down the general principle that the longer the term the greater the educational achievement of the children. Facts collected show that only 3.2 per cent. of rural schools have a term of over 8 months while 86 per cent. of city schools have a term of over 8 months. This is another argument in the minds of the Committee for better supervision.

#### Facts Relative to County Supervision

The average county superintendent has 600 square miles of territory to cover; the largest county has 1100 square miles of area. He has an average of 89 teachers to supervise and one has 220 teachers. He spends 40 per cent. of his time at office work, 29 per cent. in visitation of classrooms, 7 per cent. at community work, 8 per cent. in professional study, and 15 per cent. in administrative work. He makes on the average, 138 visits to schools each year, spends two hours at each school and receives an annual salary averaging \$1707.

#### Opinions of County Superintendents Concerning Their Work

The outstanding needs of these important educators according to their own statements are:

(a) assistant supervisors, (b) office help, (c) larger unit of taxation and administration.

The best unit of administration according to the judgment of 75 per cent. of the county superintendents is the county. The township is favored by 14 per cent., and the district by 11 per cent. For purposes of supervision 77 per cent. think the county the best unit, 16 per cent. favor the township and 7 per cent. the district. As a unit of taxation the county is favored by 85 per cent., the township by 7 per cent. and the district by 8 per cent.

Summarizing this chapter the Committee submit the following:

#### Recommendations

Recommendations growing directly out of the preceding survey of county school administration and supervision are fairly obvious and reasonable.

1. The history of the progress of county school administration and supervision indicates clearly that the friends of further needed progress should not be discouraged. As in the past the only way to attain the good is to constantly keep working for it.
2. The county unit of administration, supervision and taxation properly adjusted to conditions in Missouri should be the ideal toward which all efforts should be directed. Compromises pointing toward the good may be cheerfully accepted, but there should

be no let up in the efforts to attain the good.

3. The county superintendents should be given from two to four assistant supervisors. These supervisors are necessary under existing conditions and will be needed in the future whether the isolated rural schools continue or not.
4. Clerical and stenographical help must be placed in the county superintendent's office. The large amount of work of this nature at present and the increasing amount in the future will require the full time of one person qualified to do this work.
5. In view of the fact that city superintendents are paid so much more salary than county superintendents, the salary of the latter must be increased if the best qualified persons are to be retained.
6. With increased salary and demands for technical professional activities, it follows that the qualifications of the county superintendents should be increased. The qualifications should be: (a) successful experience in rural school teaching; (b) teaching and administrative work in city schools of the type that will be under his supervision; (c) completion of high school and four years of work in a teachers' college or school of education, with special preparation in school administration and supervision.
7. Standards of certification should be as high for rural school teachers as for city elementary school teachers, and then equal compensation should be given for equal preparation and equal service.

Chapter IV deals with the problems of teacher certification and Chapter V treats the subject of reports and records. These first five chapters are to be printed as soon as they are approved by the committees. A sixth chapter presenting a more detailed study of a few representative counties is in process of preparation.

#### Remember These?

It is never too late to mend.  
A stitch in time saves nine.  
Strike while the iron is hot.  
Rome was not built in a day.  
Make hay while the sun shines.  
Time and tide stay for no man.  
The early bird catches the worm.  
An oak is not felled with one blow.  
Hell is paved with good intentions.  
A fault confessed is half redressed.  
Take time by the forelock.  
Better be late than never.  
Idleness is the root of all evil.  
As you sow, so shall you reap.  
Prevention is better than cure.  
Let the cobbler stick to his last.  
A rolling stone gathers no moss.  
Procrastination is the thief of time.

—N. A. Teacher



## Specialized Education (?)

O. J. MATHIAS

**S**PECIAL DRIVES, Days, Weeks and Periods have become so numerous that some very thoughtful people are wondering if it is not about time to take an invoice of our school days to see how many we have left in stock. A part of the following article is genuinely serious and the rest of it is merely a jocular method of emphasizing a very real problem. If any excuse be needed for this method of treatment it is certainly found in the fact that we are in danger of turning the whole matter of special days and weeks, some of which may have real educational value, into an inglorious farce.

The suggestion has been made (and we think it an appropriate suggestion) that the M. S. T. A. establish machinery to evaluate the special interests that are using or attempting to use the schools for the promotion of particular ideas or purposes and to make some sort of recommendations to school authorities regarding their educational values.—Editor.

## List of the Specialized Days from Sept. 1st to Dec. 25th, 1924

	SCHOOL DAYS USED
Sept. 1—Labor Day (observed without labor)	1
Sept. 14-20—Constitution Week	5
Sept. 28—Frances Willard Day	1
Oct. 5-11—Fire Prevention Week	5
Oct. 12—Columbus Day	1
Oct. 23-24—District Teachers Meeting	2
Nov. 6-7—County Teachers Meeting	2
Nov. 10-15—Childrens' Book Week	5
Nov. 11—Armistice Day	1
Nov. 12-15—State Teachers Meeting	3
Nov. 11-27—Community Fund Drive	13
Nov. 17-21—American Education Week	5
Monday—Constitution Day. (Supplementing Constitution Week.)	
Tuesday—Patriotism Day.	
Wednesday—School and Teacher Day.	
Thursday—Illiteracy Day.	
Friday—Physical Education Day.	
Nov. 24—Special Thanksgiving Program	1
Nov. 25—Thanksgiving Day	1
Nov. 26—Friday, Granted as favor to non-resident Teachers	1
Dec. 1-5—Golden Rule Week. (Near East Relief)	5
Dec. 1-24—Christmas Seal Sale	18
Dec. 7-14—Missouri Health Week	5
Monday—Dental Day.	
Tuesday—Babies Day.	
Wednesday—Life Extension Day.	
Thursday—Recreation Day.	
Friday—Tuberculosis Christmas Seal Day.	
Dec. 24—Special Christmas Program	1
Dec. 25—Christmas Day	1

Total "Pepped-Up" Days ..... 77  
Total school days during this period, 83.  
This leaves 6 "unspecialized" days in my school.  
These days should be specialized.

In casting about for some sort of specialized program for these remaining six days, we find that the field has been quite thoroughly exploited. In order, however, to properly "fill-in" this period, and without any desire to appear sacrilegious, may we suggest "Adam Week." We have noticed that many of these organizations trade on the words "American," "National" and "Association." We would call this fostering agency, "The American Association of the Actual Ancestry of Adam." It seems proper that our schools should give some recog-

nition to the memory of the original patriarch of all mankind. Some prominent orator, with a national reputation, might be persuaded to take the stump. At least, we feel sure that a few benevolently-minded old ladies and gentlemen, without strenuous home or business obligations, could be induced to foster this "up-lift" movement and secure its recognition by our State Legislatures and National Bureau of Education. Some such program as the following at once suggests itself:

Monday—Male Awakening Day. (Co-operating with the National Molders Association)  
Tuesday—Rib Day. (Program to be suggested by the Society for the Encouragement of Surgical Operations)  
Wednesday—Temptation or Apple Day. (Secure co-operation of State Horticultural Society)  
Thursday—Fig Leaf Appreciation Day. (Correlated with Domestic Art)  
Friday—Expulsion or First Labor Day. (Secure co-operation with the local branch of National Society of Never Sweats)

This still leaves one day unaccounted for. In order to keep the tax-paying citizen from becoming too critical, we might devote this remaining day to regular school work and call it Taxpayers Square Deal Day.

After Christmas we should set aside "Essay Month." These 20 days if devoted exclusively to this work could perhaps take care of most of the essays we are asked to write to secure prizes from various commercial enterprises. This could follow with Anti-Jazz Week and Pro-Cross-Word Puzzle Week. These weeks together with our legalized and authorized holidays and "up-lift" movements would perhaps leave us another day during the last half-year to devote to actual school work, entirely free from some type of "evangelistic" stimuli.

We did not intend to grow sarcastic when we began this article. As a schoolman we believe that many of these activities have a place in our schools. Certainly we favor "time-out" to attend County, District and State Teachers Meetings. We believe, most sincerely, that the school child of today should be brought into close touch with the great world movements about us. But in all seriousness, isn't it about time to apply some sort of scientific measure to determine the actual values which the child receives from much of this

type of activity fostered by various "up-lift" organizations?

We pause at this point to ask ourselves these questions. Is our school an "easy mark"? Are other school-men free from so much of this type of "pep" activity? We called a neighbor who confessed that he had "carried on" for the entire 77 days listed above and in addition had found time somewhere during this period of 83 days to celebrate "Marble Week" and "Kite Week", both fostered by the

local Y. M. C. A. This information removed our premonition of gullible loneliness.

We may be non-progressive and out of step with modern "specialized" educational tendencies; but nevertheless we are getting tired of seeing our school made a sort of parade ground for every type of fad or fancy fostered by some high-sounding organization whose prestige and right to recognition is often based on the fact that it begins with some such conjuring word as "American" or "National" and ends with "Association."

## Conservative St. Louis Takes The Lead

(Contributed)

**T**EACHERS AND SCHOOL officers throughout the United States will rejoice to learn of the forward step taken by the St. Louis Board of Education by adopting without change the new salary schedule of teachers and employees of the Instruction Department, providing for substantial increases in salaries to be received by experienced and efficient teachers. The example of St. Louis will serve to check efforts that are being made by some reactionaries throughout the country to reduce salaries to the former low level of the pre-war period, and will encourage the friends of public education everywhere to go forward in their movement to inform the public concerning the justifiable causes of increasing costs of public schools.

The action of the Board of Education is the result of a long campaign by Superintendent John J. Maddox to secure for the St. Louis teachers a higher salary schedule. For more than a year Superintendent Maddox has given special attention to the problem of teachers' salaries. He has directed studies made by his Division of Tests and Measurements, and published the results of their investigations in the "St. Louis Public School Messenger" for June, 1924. That report showed the present position of St. Louis among other large cities with respect to school salaries. The report did not undertake to show what school salaries St. Louis ought to pay, but merely to make a necessary starting point for any revision of the existing salary schedule. That report was distributed widely throughout the community, was discussed by teachers, and by school and welfare organizations, and by the public press of the city. In the report comparison was made between the salaries St. Louis teachers received in 1924 and in 1914, as measured by the purchasing power of the dollar in those years. The report clearly shows that it would take \$1.70 in 1924 to buy a corresponding value of food, clothing and shelter that \$1 would purchase in 1914, and that, while teachers' salaries had been increased in St. Louis during

that ten-year period, nevertheless, the teachers were paid relatively less in 1924 than they were paid in 1914.

While submitting to the Board of Education the findings of that report, the Superintendent called particular attention to certain tables in it showing maximum salaries paid teachers of outstanding ability, experience and training in St. Louis and in other large cities, together with his conclusion that "the St. Louis teacher, whether in the Kindergarten, elementary, or high school cannot hope under the present schedule to attain a salary commensurate with of many other cities, even though her preparation be exceptional and her service of outstanding character. The same may be said of principals, assistant superintendents and others."

### Higher Maximum For Experienced Teachers

In harmony with the conviction expressed in his report of June, 1924, the Superintendent presented to the Committee on Instruction of the Board of Education in December of this year a salary schedule built upon the old schedule but planned to equalize the opportunity of the experienced and efficient teachers of St. Louis to attain a maximum salary comparable with the salary paid such teachers in other large cities of this country where costs of living and scholarship requirements are similar to such conditions in St. Louis.

After carefully considering the proposed salary schedule offered them by the Superintendent and forecasting the probable increases in costs to the school system for several future years as a result of the adoption of this salary schedule, the Board of Education of the City of St. Louis has accepted the recommendation of the Superintendent and adopted his salary schedule without a single alteration.

The salary increases in the new salary schedule in general preserve the same ratios that have existed between the several ranks of teachers in the old schedule, but provide higher maximum salaries which will be reached in four years by automatic annual increases, and will be as follows:



For Kindergarten and elementary.....	From \$2100 to \$2700
For Junior High School.....	From \$2600 to \$3200
For Senior High School.....	From \$3200 to \$4000
For Professors in Teachers Colleges.....	From \$4000 to \$5000
For Principals of Elementary "A" Class Schools.....	From \$4000 to \$5000
For Principals of Intermediate Schools (Junior High).....	From \$4500 to \$5500
For Principals of Senior High Schools.....	From \$5000 to \$6000
For District Superintendents.....	From \$4500 to \$6000
For Assistant Superintendents.....	From \$6000 to \$8000

This represents an increase of more than twenty-five per cent. in the maximum salaries paid the teachers of the St. Louis Public Schools.

The salary schedule that now is put into effect in St. Louis places that city in the forefront of cities in this country with respect to school salaries. The only city with higher maximum salaries is New York City, where expenses of living are much higher than in St. Louis.

The salary schedule carries out the principle of equal pay for equal service regardless of sex, that has been in operation in St. Louis for many years. It also applies equally to Negro teachers and principals, and also to Negro instructors in the Sumner Teachers Col-

lege. The Constitution of the State of Missouri requires the schools for white and for colored teachers to be conducted in separate buildings, and that Negro children shall be taught by teachers of their own race. This requirement raises problems of administration and of school costs that are not presented to school authorities where children of all races attend the same schools.

The Board of Education of the City of St. Louis is thus meeting its school problems wisely and courageously under the leadership of Superintendent Maddox, whose wisdom, tact and courage are clearly indicated in the successful accomplishment of his plans for advance in public education.

## Some Needs of Our Schools

A Layman's View

MRS. NELLIE J. BOWEN, Windsor, Mo.

**N**O BETTER educational plan for the boys and girls of today could be formulated than the one given in Luke 2:52 relative to the training of the boy, Jesus, a normal lad, who doubtless played over the hills of Galilee much as other boys of his age did.

"And Jesus increased in wisdom and stature and in favor with God and man." Luke 2:52.

The development under this system was four-fold and today we recognize the necessity of this in order that we may have a properly balanced individual. It provided for man's development mentally, physically, spiritually and socially.

In our curriculum, we have emphasized the first of these and neglected the other three, and yet the systematic training of the intellect is only one of the four factors in producing an educated person. This, of course, should be done and under the most competent teachers that good salaries will secure.

Our recent World War showed us some startling facts when the young men of our country were subjected, some for the first time perhaps, to medical examination, and so many were disqualified because of physical unfitness. Had this examination been given earlier in the lives of these boys, corrective measures might have been used and the result very different.

We, therefore, need physical examination and education in our schools, taught by specially trained teachers. This should be taught in separate classes with men teaching the boys and women teaching the girls.

"In favor with God" refers to the spiritual

development with the Bible as a text book and Christian teachers as instructors—all true education leads the individual to God and when education does not do this, it may have the tendency to produce criminals of the worst type. To train the intellect without developing the spiritual nature of man puts formidable weapons into the hands of unscrupulous persons. A most horrible example of this is the recent Loeb-Leopold murder in Chicago—youths who were trained in all the higher branches of learning and yet knew nothing of the qualities of mercy, love, justice and truth taught by the meek and lowly Nazarene. We, therefore need the Bible taught in our Public Schools and exemplified by Christian teachers.

Our schools should bring to the pupil conventional culture that will enable him to have the necessary social contact with refined society without giving offense. Boys and girls, men and women must mingle socially, so let them be taught in youth the rules of politeness—after all, based on the Golden Rule—and social graces and amenities that will enable them to do so by a faultless manner, appearance and conversation. The personality of refined, cultured teachers should teach this by both precept and example.

Our schools should not only give the pupil a general development and culture, raising the status of mankind, but he should be trained for service. This should not only provide for himself and his dependents a means of a livelihood, but that his chosen vocation should be an asset to the community, for "no man liveth to himself" even in material things. The

Vocational work in our schools should be encouraged.

The summary of this may be given briefly as follows:

- (1) Better salaries for better teachers.
- (2) Physical Education with properly trained teachers, men to teach boys and women to teach girls.
- (3)

a The Bible read daily until provision can

be made for it to be taught by Christian men and women.

b Conventional Culture taught by refined, cultured teachers that "Young America" may have better manners, appearances and conversations.

(4) Vocational training that will make the boy or girl practical and provide the means of making an honest living.

## The Missouri Superintendents' Association to Meet at Columbia, Missouri, on January 30, 1925.

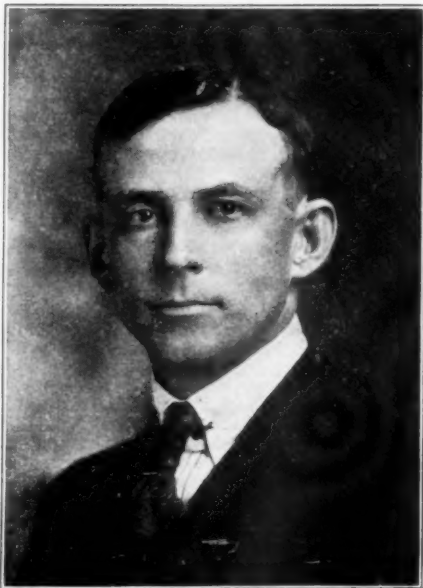
**P**RESIDENT C. A. GREEN of the Missouri Superintendents' Associations has planned a program of unusual interest and helpfulness for the meeting of this organization



Dr. C. H. Judd

University of

Chicago.



Deputy Supt. Threlkeld of Denver whom schoolmen will be glad to welcome back to his home state.

which is to be held in Columbia, Missouri on Friday, January 30th, 1925.

Doctor C. H. Judd, Dean of the School of Education, University of Chicago, a leader in educational thought will deliver an address at the meeting.

Another speaker from outside the State will be Mr. A. L. Threlkeld, Assistant Superintendent of the Denver schools. Mr. Threlkeld was formerly prominently identified with the educational interests of Missouri, having served as a member of the Executive Committee of the M. S. T. A. and as its president during the year 1920-21. Mr. Threlkeld has recently done a very important work in the revision of the Denver course of study which has attracted nation wide attention.

Superintendent Greene is to be congratulated on the character of the program which he has arranged, and which promises to be the best ever presented by the Association.

The program will be concluded by a rousing banquet in the evening at which the two speakers mentioned above will deliver addresses. A large attendance is expected.

**S**CHOOLS are the chief instruments that we use consciously to transform our personal freedom into liberty and to save it from corrupting license. They are the chief supporters of a democratic system of life organized to give liberty and happiness a wider spread.

... Their services are sanctified by a hundred historic guarantees and a thousand urges to a better life. We believe in them, because we aspire to that kind of civilization which cannot exist without their supporting strength.

—Henry Suzzallo.

## How to Study

C. E. Germane, Des Moines University.

**T**HE ABILITY to select the main points in the lesson assigned and to organize these points in the form of a summary outline is sadly lacking among both grade and high school pupils. Possibly these two abilities, namely, selection and organization are the two most important factors when one is reading to understand and to remember. The majority of pupils do not discriminate between points of major and minor significance in their reading. One sentence or paragraph is as important as another.

### The Assignment.

A good assignment is one of the best ways of helping pupils form the habit of selecting and organizing in their reading. One of the first requisites of a good assignment is that it sets up specific problems to be solved, definite objectives to be realized or certain questions to be answered through reading. The pupil thus works under conditions which unconsciously develop in him the ability and habit of selecting and organizing only those ideas that will answer his questions or meet his felt needs.

In so far as practicable these specific objectives or questions should be an "out-growth" of a felt need on the part of the pupils. In other words, the lesson should be introduced or "sold" to the pupils in such a way that they want to know more about it or verify opinions. A specific assignment would then effectively lead them into the problem.

A second important feature of a good assignment is making sure that the pupil is given a valid and satisfactory reason for studying the lesson which the teacher and classmates have assigned. Possibly no other factor in teaching has been so over-looked as has the importance of the child's feelings or attitude toward his lesson. If he is not interested he will not attend and if he does not attend he can not learn. In fact, "attention is the mother of memory; interest is the mother of attention." Hence if memory of material is to be secured one must capture both the mother and grandmother.

Curiosity in the form of questioning the value of a thing or asking why a certain thing has to be done is quite common in child life. In fact this desire to know the "why-ness" of all our directed activities is paramount in adults as the following anecdote told by the late Alexander Agassiz will illustrate. "It seems that, while Mr. Agassiz was superintendent of the Calumet and Hecla mines, he became convinced that there was copper in an undeveloped region near by. It was important that his conviction should not be known, and he devised a plan by which he would take a laborer not connected with the mines to the place to dig for him. So he engaged an Irishman and they repaired to the selected spot. 'Dig there,' said Mr. Agassiz, pointing to the place he wanted to

prospect. The man dug until he was waist-deep in a hole. Then he straightened up and said, 'What am I diggin' fur, Mister?' 'Never mind what for,' said Mr. Agassiz; 'just keep diggin'.' Patrick bent his back to his task again, but, when he had sunk the hole so that his head was about to disappear below ground, he straightened up again and said fiercely, 'Mister, I want to know what I'm diggin' here fur. I feel like a dom fool jest diggin' meself into the ground.' 'If you aren't being paid enough, I'll double your wages,' said Mr. Agassiz. 'That ain't it,' snapped out the irate Irishman; 'I'll dig no more till I know what it's fur.' And he shouldered his pick and shovel and strode back to town. Patrick was not in school, so he could refuse to do a piece of work that to him was foolishness.

"In the past the education of the schools has been for many children an education in bearing defeat, a training in concealing humiliation. The natural growth of the mind is retarded in such schools. It is important that we who teach should realize that feeling and attitude are vital factors in the learning process."

—"Progressive Education" by Mirick.

In brief not only should the assignment be a specific statement of the problem to be discussed or the questions to be answered, but the reasons why the question or problem is vital should be impressed upon the child before he begins to study.

For example in making a spelling assignment, give the pupils a test over the lesson before they study it. If out of a list of 20 words a pupil misspells 2 words, those 2 words constitute his individual specific spelling assignment. Why should he mark time by studying the other 18 words which he evidently knows? The definiteness of such an assignment will appeal to his interest and command a focus of attention. The child should also be given the reason why these words in this spelling list are to be learned. It should be made clear to him that thousands of dollars have been spent in hiring men and women to examine thousands of letters and compositions on different subjects for the purpose of finding what words are most commonly used. Let him realize that from the millions of running words only three or four thousand different words are used in the letter writing of the majority of people. The fact that these words which he is studying are in this three thousand word list arouses a wholesome emotional set in the child. Sometimes the practice of having each child bring a letter from home, count the whole number of words in it and tabulate the different words is the most effective way to show him the significance of the research work that has been done in the preparation of spelling lists.

Continued on page 26

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**Himself.** Professionally he owes it to  
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 are reasonable.

Our short term of five weeks with five hours  
 credit, opens April 27. The summer term opens  
 June 1. **PLAN NOW TO ATTEND.**

UEL W. LAMKIN, *Pres.*

MARYVILLE, Mo.



## HOW TO STUDY

(Continued from page 23)

To summarize thus far, two conclusions have been drawn relative to the assignment: In the first place it must set up specifically for the pupil what he is to do. This definiteness will cause him to select in his reading and to organize his material for the solution of this problem. In the second place the good assignment emphasizes the importance of the pupil's attitude or interest toward the task assigned. He should feel its significance and in so far as practicable suggest the assignment himself.

Let it not be inferred that by this emphasis upon the "pupil's attitude or wishes" any defense is being made for "soft pedagogy" or "spoon feeding." The "dressing up" or "sugar coating" of those worthwhile experiences of the human race is not only futile but positively reprehensible. Once the teacher and pupils agree upon a vital piece of subject matter and realize its importance there is only one thing to do—get busy and master it.

The third ear-mark of a good assignment is that it should be elastic, that is, capable of meeting the needs and capacities of every child in class. In an ordinary class of 30 or 40 pupils we have individual differences ranging all the way from the inferior or sub-normal to the near genius. Most teachers try to make an assignment which will meet the needs of the so-called "average" group or middle 50% of the class. But such an assignment is unfair to the lower 25% for whom it is too hard and possibly results in a greater injury to the upper 25% of the class for whom it is too easy. The following is an example of an elastic assignment in history.

The next topic discussed in the history text of a certain seventh grade class was "Immigration." The teacher of this class realized: (1) the vital importance of this problem for the American Republic; (2) the poverty of information and lack of interest on the part of her pupils. Clearly her work was to create an interest in the topic, i. e., sell the subject to the class. This she proceeded to do by an informal discussion in which both teacher and pupils asked questions and contributed information.

Some of the statements contributed were: More Germans live in Chicago than in any city in Germany except Berlin. More Jews live in New York than in Palestine. More Greeks live in New Jersey than in Athens. More Irish live in Boston than in Dublin. The police court docket in our city shows that over 90% of the boot-leggers are foreigners. The following questions were asked and incited a spirited discussion. What value are foreigners to America? Where have they ever done us any good? Who builds our railroads? Who digs our coal? Who makes the sugar beet industry possible? Who made Minnesota, Wisconsin, and the Dakotas what they are agriculturally? Where did America get her ideas of art, music, and architecture?

After about 15 minutes discussion it was evident to most of the pupils that several statements had been made that were simply opinions and probably could not be supported by facts, also several questions had been asked which ought to be answered correctly if a square deal was to be given the immigrant in this discussion. The teacher taking her "cue" from a pupil who said "the immigrants who came out West years ago as pioneer farmers were alright" asked this boy to state what he thought would be one point to consider. After some help from the class and teacher the following problem was agreed upon:

Let us contrast the immigrant that came to us between 1860-1890 with the type that came to us between 1890 and 1920 under these three heads: (1) What part of Europe did each come from? (2) In what part of the United States did each settle? (3) What contribution did each type make to America.

The teacher labelled this Part I of the assignment and suggested that since it was basic to all further discussion and at the same time rather limited, she expected every pupil to come to class thoroughly prepared.

The value of the immigrant in the making of American history had been discussed in the informal 15 minute period but no satisfactory conclusion had been reached. Hence a second problem arose, viz.: What valid reasons can be given for and against immigration to America? This was called Part II of the assignment.

Finally it was decided that when all facts had been collected and evaluated there would remain yet another big problem, viz. writing, in a paragraph or two, the main conditions that should be stipulated in the bill before Congress. This was called Part III of the assignment.

Hence in this elastic assignment of three part she provided for the so-called dull or slow child, in Part I the average child who could probably finish Part II, and for the superior child who might attempt Part III. Possibly the most retarded and neglected pupil is the superior child. The elastic assignment will be found valuable for him for two reasons: (1) It will provide more work and latitude, and (2) the type of statement or question in Part II and Part III of the assignment will call for judgment, evaluation, and as much originality as he can offer.

### The Recitation

Some form of the modified socialized recitation is probably the best method to use in class because it develops social consciousness, interest, participation, method of attacking problems, thinking, evaluating of ideas and suggestions as well as the co-operative spirit in solving problems. In short, the project or problem method of assignment of school tasks and the socializing of the recitation period set up the conditions of work and living in the school-room which will most nearly approximate those of a good citizen in adult life. By the modified socialized recitation is here meant that recitation in which pupils ask questions,



make reports, defend their opinions or statements by data or evidence collected from reliable sources, see the fallacies of certain inferences, learn to evaluate and finally as a group in the light of available information decide what is the best answer or solution to the problem assigned.

The rural teacher may plead that she has never taken a course in the project method or socialized recitation or problem solving lesson. The following paragraph from Mirick may encourage such teachers:

"A superintendent of a large city school system was riding through a remote country section and at a crossroads was about to pass a one-room schoolhouse, when he decided to stop and go in. He took a back seat and asked the teacher to go on with her work as if he were not present.

"After a time the teacher came to him and said, in effect: 'I suppose you are finding my school very old-fashioned. I have no problem-project or socialized work, because I don't know how to do it. I have read about these methods, but have not been able to go where I could make a study of them and I don't understand just what they mean. So I go on living with my children in the old way.'

"The superintendent had seen the teacher's self-subordination, the natural, well-mannered freedom with which pupils moved about the room, the friendly discussion of ideas in the lessons and of the difficulties that individuals met from time to time. He noted now and then a child doing something for the common good without being told, adjusting a shade, picking up a blackboard eraser, etc. Signs of 'life' were evident everywhere, and he said, 'If all my teachers who have taken courses in problem-project and socialized methods were using them as successfully as you are, I should be quite satisfied.'"

The natural born teacher, the good teacher has always used the problem-project, and socialized methods of teaching. To her education was self activity on the part of the child and her big task was to direct the child's impulses or tendencies to those selected experiences of the race. Again some rural teachers may say well, "I only have 20 minutes per day for history." Why not use the 20 minutes one day in making the assignment—getting started, warmed up? On the following day or days use the 20 minute periods for a discussion, evaluation, and thinking through the problem under discussion. The most needed ability in adult life is the disposition to think and the habit of thinking. If one thinks straight on questions of personal health, wealth or happiness larger dividends will be sure to accrue.

#### Rules for Study

Many splendid books have been written within the past decade upon the theme of "How to Study" or some closely allied topic. In the November issue of *The School and Community* under the caption, "How to Study" a list of 10 books was given. These have been used by teachers as reference books with considerable success. For example, Lyman's "The

Mind at Work" cites the following five principles of "Reading to Understand":

- "(1) Look for the author's statement of his main idea.
- (2) Keep this main idea in mind as you read.
- (3) Notice how various parts of a selection bear upon the writer's main idea.
- (4) Vary the rate of reading in accord with your reading purpose and with the nature of the materials. A rapid first reading is often helpful.
- (5) Reread deliberately, paying special attention to essential parts."

Again, in a later chapter he gives the following seven principles to aid in remembering and reproducing the author's thought:

- "(A) Begin with a strong determination to remember.
- (B) Be sure that you understand the meaning.
- (C) Notice carefully how major parts are related to each other.
- (D) Locate or create key-words facilitating a glow of recognition.
- (E) Repeat orally in your own words, with definite hearers in mind.
- (F) Have a vivid final review.
- (G) Tie up the material with some problem of your own."

"Study drives" have too often failed to produce the hoped for results although the pupils were perfectly familiar with the above twelve rules and could recite as many more. The fact is that teachers have failed to note the significant difference between **knowing** rules or principles and **using** them effectively.

Knowing the rules may make little difference in the students' methods of studying. A few are too lazy to use them, some do not grasp the significance of certain principles of study and many, understanding the principles themselves, do not know how to go about applying them in the preparation of their lessons. It has been found to be an economical plan to spend part of the recitation period in helping the pupils **use** one or more rules. Teacher and pupils together apply them to the next day's assignment or to a review lesson. This use of part of the recitation period as a laboratory period, in which the pupils find key words, key sentences, key paragraphs, or make use of any of the above twelve principles, helps them appreciate the significance of the rules of how to study and to acquire the technique of studying.

A student who today knows the rules of effective study may be able to recall only a few of them six or eight months from now. But if, in his daily preparations, he is applying these what does it matter if he cannot recite them? In making them his own he is forming the **habits** of study that will lead to success.

#### Conclusion:

The following principles should be observed:

1. Choose subject-matter that is of vital importance to the age-grade level of the child.
2. Set up specifically the work he is to do in the problem or project form whenever possible.

3. Be sure to give the child a valid and satisfactory reason why the lesson or piece of subject-matter at hand is worthy of his closest attention.
4. Socialize the recitation by encouraging the asking of questions, making of re-

ports, debating, evaluating of data and a co-operative solution of the problem in the light of their data.

5. Use a part of each recitation period in teaching pupils to use the rules of how to study.

## The Educated Mind is the Greatest Producing Agency in the World

By JNO. H. GEHRS

In the November Number of THE SCHOOL AND COMMUNITY Professor Gehrs discussed in a very illuminating way the relation of literacy and longevity. In the following article he sets forth the relation of literacy to patents and copyrights. Other articles dealing with the general theme "The Educated Mind is the Greatest Producing Agency in the World" will follow.—Ed.

**N**ATIONS that have a high percentage of illiteracy are non-productive in every avenue of life. Their agriculture is poor, the span of life is short, they invent few things useful for their own comfort and happiness, and they make little money. A nation that is down in the scale of civilization could do nothing that is more productive than to put all its energies, money, and its securities back of a modern up-to-date productive school system,—a system of education which functions upon the resources and life activities of its people. This means that some of the things now studied by so called cultured nations must be largely omitted from the curricula; and on the other hand it means that the life activities of the people, plus the best ideals of the race shall become the basis for the curricula.

What is true of a nation is also true of an individual, and of a community. If an individual would succeed let him acquire the agricultural, industrial, commercial, religious experiences of the race. The quickest way to get these experiences is through the schools.

The number and kind of inventions and copyrights are fairly indicative of the progress of a people. Let us see what is the relation of the educated mind to inventions and copyrights. Everyone knows that inventions and copyrights are basic to the progress, happiness, and comfort of any people.

### Relation of the Educated Mind to Inventions and Copyrights

	Per cent of illiteracy	Number of patents	Number of copyrights
United States	6	1,440,363	2,932,131
United S. 1923	6	40,297	148,946
Sweden	0.2	51,585	
Mexico	71	19,927	
India	92	3,652	
Russia	78	32,000	

The number of copyrights in countries other than the United States were unobtainable. But the statement is frequently found in print that the United States prints more papers, books, magazines, and sheets of music than all other peoples combined. But at this

point we should compliment in the highest terms the education and productiveness of the smaller countries, for according to their area and population they are very productive. Among these countries are Sweden, Norway, Switzerland, Denmark, Holland, Germany, Great Britain, and France.

If the schools did nothing else but to make a people productive from the standpoint of inventions and copyrights they would be worth all that is now being expended on them.

But thanks to God, that the nations which spend the most, small as the expenditures may be (see School and Community, Nov. 1924 issue, page 460) are the torch bearers of civilization; and the ray of hope regarding international citizenship, and world wide peace rests in the hearts, minds and souls of those peoples and nations who are committed to the purpose of having a high degree of training among its people.

Missouri is to be congratulated upon its program of higher preparation for all its teachers. The high schools according to report are doing better than ever before. The preparation of the teachers, the courses of study and the spirit of the work is more democratic and fits into the life activities of the people better than ever before. The practical subjects which are close to the life of the people, such as home economics, physiology and hygiene, socialized citizenship, agriculture, business, everyday English, music, art, etc., are forming the warp and woof of school work.

Why should any one have a closed mind to better preparation on the part of teachers, to higher degrees, and to the best there is in education? Why on the other hand should any one stand for the old traditional, as opposed to that in education which functions in the life of the people? It is gratifying to know that the high schools of the state are making rapid strides in modernizing their courses of study, their teaching staff, and emphasizing those subjects which will lead to greater productiveness of the citizenship of our state.



## The Amateur's Code in Competitive Athletics

**A**N AMATEUR athlete participates purely for the pleasure of the game, for in their true essence athletics are simply forms of play, and play is now recognized as nature's method of education. This suggests, therefore, that athletics have large educational character-training values, which is true.

On this basis it is of greatest importance that the amateur's motive in participating, as well as his attitude and conduct toward teammates, officials, and public should be such as to develop the qualities of a thorough gentleman rather than those of a "sport" as we usually use the term. It is thus very evident that every effort should be made to insure that conduct unbecoming to a gentleman should never be indulged in.

We believe that our athletics and play life throughout the nation should be maintained on the highest possible basis of gentlemanly conduct and true sportsmanship, and submit the following as the amateur's honor code in competitive athletics:

1. A true amateur athlete will never intentionally make misrepresentation regarding his eligibility, ability, or intentions, nor will he continue competing as such after he has ceased to be in sympathy with the spirit of amateurism.

2. Athletic rules will not be ignored or evaded either in letter or in spirit but will be considered as mutual agreements between contestants for the purpose of providing a basis of honorable competition between gentlemen. The letter or spirit of the rules will no more be ignored nor evaded than will a gentleman's "word of honor."

3. Every honest and earnest effort will be made to win a contest but a dishonorable victory will not be accepted.

4. An amateur will be loyal always to his teammates in every honorable endeavor and will do his utmost to prove a worthy representative of his institution or club.

5. Opponents will be treated as friends and honored guests even when they do not reciprocate. No unfair advantage will be taken of them under any circumstances. Good play will be suitably acknowledged.

6. Officials will be considered as impartial and competent arbiters. Decisions will be accepted without dispute even when they are apparently unfair. Advantage will not be taken of lax rule enforcement. Personal abuse or ill feeling of any kind will not be publicly mani-

festated even when an official proves incompetent or dishonest.

7. Contestants will not attempt to "play to the grandstand" for publicity or applause. Appreciation from spectators will be taken for granted and not acknowledged.

### I. Athletics in General

An amateur athlete who participates in physical sport does so fundamentally for pleasure. Motives, however, are nearly always more or less mixed, but the primary and controlling motive of the true amateur will always be the enjoyment of the game. The victory, the prize, or the plaudits of an audience will be of minor importance.

True amateurism stands for a high sense of honor, honesty, fair play, courtesy, and temperance on the part of competitor, officials, and spectators. It stoops to no technicalities to twist or evade rules to gain advantage over opponents.

The distinguishing feature between the amateur and others is that of Motive. When an amateur knowingly claims, tacitly or otherwise, to be what he is not, or misstates in any way his qualifications, or makes an entry for a contest without any intention of competing, or competes without doing his best, or knowingly violates the spirit of the contest rules, he has ceased to be an amateur in spirit and is in honor bound to discontinue competing as such.

To develop a high purpose and noble character is of larger value than to win a game or even a world's championship.

Defeat is not of itself a disgrace nor is victory necessarily an honor. "An honorable victory or none" is a more worthy and sportsmanlike standard than "win at any cost, by fair means if we can or foul if we must."

In such a standard there is no place for a double code of ethics, one for the public and quite another for the training quarters.

We therefore recommend that it be considered unsportsmanlike, ungentlemanly, and dishonorable for a true amateur

- (1) To intentionally make any misrepresentation regarding eligibility, ability, or intentions or to continue competing as such after he has ceased to be in sympathy with the spirit of amateurism.

- (2) To ignore or evade athletic rules either in letter or spirit or to fail to consider them as mutual agreements between contestants for the purpose of providing a basis of honorable competition between gentlemen.

(3) To fail to make every honest and earnest effort to win the contest and to refuse to accept a dishonorable victory.

## II. Teammates

Teammates have every reason to expect from their associates enthusiastic support of the team policy and program, including faithful adherence to training regulations and utmost endeavor or sacrifice to insure perfect team co-operation.

Therefore we recommend that it be considered unsportsmanlike, ungentlemanly, and dishonorable for a true amateur to fail to be loyal to his teammates and in every honorable manner to do his utmost to prove a worthy representative of his institution or club.

## III. Opponents

Is there any good reason why gentlemen should cease to be gentlemen simply because they meet on the athletic field rather than on the street, in the club, or at home?

Athletic contests are often essentially combative but they are not of necessity "fights." They are honorable struggles for supremacy in a play game. The contest is one of skill and endurance. Strategy will often be employed but underhand trickery, or deceit, or brutality never.

Nothing will add so much to the genuine pleasure of all concerned as to have contestants do unto others as they would be done by, and to do it first, and especially to commend in no uncertain manner evidence of clean sport and skillful performance on the part of others.

Therefore we recommend that it be considered unsportsmanlike, ungentlemanly, and dishonorable for a true amateur

(1) To treat opponents other than as friends and honored guests even when they do not reciprocate.

(2) To take unfair advantage of them under any circumstances.

(3) To fail to suitably acknowledge good plays.

## IV. Officials

Officials are used in order that there shall be absolutely "fair play" between opponents, but no one who has had experience will question the statement that it is an exceedingly difficult matter for an official of an athletic contest to serve to the mutual satisfaction of all the interested parties. Every decision helps or hinders one side or the other.

Presumably only competent and honorable gentlemen are selected to serve as such responsible officials. The very best men, however, make mistakes.

It is only when competent officials are treated as honest in intention and capable in service that we can expect to find qualified gentlemen willing to continue to serve in these capacities.

Therefore we recommend that it be considered unsportsmanlike, ungentlemanly, and dishonorable for a true amateur

(1) To dispute any official's decision even when it is apparently unfair.

(2) To take any advantage of lax rule enforcement.

(3) To abuse personally or to show ill feel-

ing of any kind in public even when an official proves incompetent or dishonest.

## V. Spectators

The standard of sportsmanship practiced by leading athletes becomes the ideal of a large number of less prominent but very important athletes and teams.

Every public athletic game becomes, ipso facto, a powerful and important educational force for good or ill to the hundreds and often thousands of spectators who witness the contest.

While amateur games are not conducted primarily for the spectators but rather for the participants, it is probable that spectators will always be an important factor in much of our athletics. They are a vital force in determining the conduct of competitors, for the latter are sensitive to the approval or disapproval of an audience.

We therefore appeal to every true sportsman and gentlemanly spectator to unite in appreciation of every evidence of honorable action or spirit on the field by applause and in condemnation of every dishonorable action by silence.

We therefore recommend that it be considered unsportsmanlike, ungentlemanly, and dishonorable for an amateur athlete to fail to manifest other than a high sense of honor, honesty, fair play, courtesy, and temperance, alike before teammates, opponents, and public.

We furthermore recommend that it be considered as unbecoming an amateur to seek to play to the "grandstand" and thus secure publicity or applause. When applause is given, it shall be taken as a matter of course and not be publicly acknowledged.

## CODES OF SPORTSMANSHIP

### By A Good Sport

#### Does

1. Plays fair at all times.
2. Plays hard to the end.
3. Keeps his head.
4. Plays for joy of playing and success of team.
5. Is a good team worker.
6. Keeps training rules.
7. Obeys orders of coach or captain.
8. Does his best in all school work.
9. Backs his team in every honest way but—
10. Always gives his opponent a square deal.
11. Is respectful to officials. Accepts adverse decisions graciously. Expects officials to enforce rules.

#### Does Not

- Does not cheat.
- Does not quit. Is not "yellow."
- Does not lose his temper, tho wronged.
- Does not play for money or other reward.
- Does not play to grandstand.
- Does not abuse his body.
- Does not shirk.
- Does not neglect his studies.
- Does not bet—betting is not necessary to show loyalty.
- Does not take any technical advantage.
- Treats visiting players as guests.

Never blames officials for defeat. Does not "crab." Does not "kick." Does not complain.

#### When He Loses

12. Congratulates the winner. Gives his opponent full credit under most trying circumstances. Learns to correct his faults through his failures.

Does not show his disappointment. Is not a "sorehead." Does not "alibi." Does not make excuses.

#### When He Wins

13. Is generous. Is modest. Is considerate. Does not boast. Does not crow. Does not rub-it-in.

#### At All Times

14. Is true to his highest ideals. Does nothing unworthy of a gentleman and a 100 per cent American.

#### The 10 Commandments of Sport, and of Everything Else

1. Thou shalt not quit.
2. Thou shalt not alibi.
3. Thou shalt not gloat over winning.
4. Thou shalt not be a rotten loser.
5. Thou shalt not take unfair advantage.
6. Thou shalt not ask odds thou are unwilling to give.
7. Thou shalt always be ready to give thine opponent the shade.
8. Thou shalt not under-estimate an opponent, nor over-estimate thyself.
9. Remember that the game is the thing, and that he who thinketh otherwise is a mucker and not a true sportsman.
10. Honor the game thou playest, for he who playeth the game straight and hard wins even when he loses.

—High S. Fullerton

#### A Sportsman

1. Plays the game for the sake of the game.
2. Plays for his side and not for himself.
3. Is a good winner and a good loser—i. e., is modest in victory and generous in defeat.
4. Is unselfish and always ready to teach others.
5. When a spectator, cheers good play on both sides but never interferes with the referee or players.

#### Four Rules for A Good Sportsman

When you play a game always wish and try to win, otherwise your opponent will have no fun; but never wish to win so much that you cannot be happy without winning.

Seek to win by fair and lawful means according to the rules of the game, and this will leave you without bitterness toward your opponent or shame before others.

Take pleasure in the game even tho you do not obtain the victory; for the purpose of the game is not merely to win, but to find joy and strength in trying.

If you obtain a victory which you have so desired, think more of your good fortune than of your skill. This will make you grateful and ready to share with others the pleasure bestowed upon you; and truly this is both reasonable and profitable, for it is but little

that any of us would win in this world where our fortunes not better than our deserts.

—Henry Van Dyke

To brag a little, to show up well, to crow gently if in luck, to pay up, to own up, and to shut up if beaten, are the virtues of a sporting man.

—Oliver Wendell Holmes

#### The Stuff That Counts

The test of a man is the fight he makes,  
The Grit that he daily shows;  
The way he stands on his feet and takes  
Fate's numerous bumps and blows.  
A coward can smile when there's naught to fear,

When nothing his progress bars,  
But it takes a man to stand up and cheer,  
While some other fellow stars.  
It isn't the victory, after all,  
But the fight that a brother makes;  
The man, who, driven against the wall,  
Still stands up erect and takes  
The blows of fate with his head held high,  
Bleeding, and bruised, and pale,  
Is the man who'll win in the by and by  
For he isn't afraid to fail.  
It's the bumps you get, and the jolts you get,  
And the shock that your courage stands  
The hours of sorrow and ruin regret,  
The prize that escapes your hands,  
That test your mettle and prove your worth,  
It isn't the blows you deal,  
But the blows you take on the good old earth  
That shows if your stuff is real.

—The Three Partners

#### On Conduct In Athletics

##### The Better Thing

It is better to lose with a conscience clean  
Than to win by a trick unfair.  
It is better to lose and to know you've been,  
Whatever the prize was, square,

Than to claim the joys of a far off goal  
And the cheers of the passers-by  
And to know deep down in your innermost soul  
That a cheat you must live and die.

Who wins by trick may take the prize,  
And at first he may think it sweet,  
But many a day in the future there lies  
When he'll wish he had met with defeat.

For the man who lost will be glad at heart  
And walk with his head up high  
While his conqueror knows he must play the part  
Of a cheat and a living lie.

The prize seems fair when the fight is on  
But save it is truly won,  
You'll hate the thing when the crowds are gone,  
For it stands for a false thing done.

And it's better you never should reach your goal  
Than ever success to buy  
At the price of knowing, down deep in your soul,  
That your glory is all a lie.

—Ella Wheeler Wilcox



## CHILD HYGIENE, AND SCHOOL AND HOME SANITATION



Department conducted by the  
Missouri Tuberculosis Association

W. McN. MILLER, M. D. Editor



### Tuberculosis Gives Way

**B**UT A FEW years ago tuberculosis led all diseases in the death-rate in the death registration area of the United States. Under the stress of the campaign directed against it by the National, State and local tuberculosis organizations it has fallen back from its supremacy as the most dreadful of all diseases. First it gave way to diseases of the heart and then to pneumonia, as is revealed in a recent report of the Bureau of the United States Census of the Department of Commerce.

In the year 1922 the death-rate from diseases of the heart was 165.7 per 100,000 population, in 1923 it was 175.3—an increase of 9.6 per cent. for the year; in 1922 that from pneumonia was 102.1, in 1923 it was 109.0—an increase of 6.9 per cent.; in 1922 that from tuberculosis was 97.0, in 1923 it was 93.6 per cent.—a decrease of 3.4 per cent.

In the year 1922 the corresponding death-rate from cerebral hemorrhage and softening (apoplexy and softening of the brain) was 86.0, in 1923 it was 90.4—an increase of 4.4 per cent.; in 1922 that from nephritis (inflammation of the kidney) was 88.5, in 1923 it was 90.1—an increase of 1.6 per cent.; in 1922 that from cancer and other malignant tumors was 86.8, in 1923 was 89.4—an increase of 2.6 per cent.

These figures are significant for what they betoken as to the ultimate fate of ourselves and our descendants. By what route shall we and they pass on to the beyond?

Apparently, if the trends of change of these figures of mortality of these diseases have continued during the year 1924 as in the year 1923, the death-rate for these diseases and their rank in order for this year will be as follows: (1) Diseases of the heart with a death-rate of 185.5 per 100,000 population; (2) Pneumonia with 116.4; (3) Cerebral hemorrhage and softening, 95.0; (4) Cancer and other malignant tumors, 92.1; (5) Nephritis, 91.7; (6) Tuberculosis, 90.3—surrendering its supremacy, its leadership in mortality, to five diseases, relatively grown more dreadful.

These are portentous figures and reveal the effectiveness of the nation-wide systematic health education fight against what was the world's greatest scourge. Since 1882 the year of the discovery of the cause, the *Bacillus tuberculosis*, tuberculosis throughout the world, particularly in the United States, has yielded to the onslaught of intelligent and protracted effort for its control.

As the bacillus itself succumbs to physical light so yields the diseases itself to the light of information and the power of intelligence.

To the medical profession particularly is due the credit of having discovered the cause of the disease and the means for its control; to teachers particularly, to the press and to public health nurses and social workers must be given credit for the dissemination of this information, the stimulus to right living and to the practice of right health habits.

In giving the matter of credit all round consideration the significance of the tuberculosis Christmas seal must not be overlooked. These Christmas stickers have financed what, when looked back upon by a world freed from tuberculosis, will be regarded as the greatest social-economic movement in the history of the world. They educate. It is we who are doing it today, we all, as instanced in the Christmas seal sale of 1924 in the schools of Missouri.

To one of the founders of the Missouri Tuberculosis Association, a member of the Missouri Senate, is to be given credit for his foresight in having presented to that body and thence to the House of Representatives a bill providing for instruction in tuberculosis in all public schools supported wholly or in part by public money or under state control.

The history of the fight against tuberculosis serves to illustrate the effectiveness of persistent effort on the part of many, supported by numerous small but dependable penny-powerful contributions.

**WE** MUST make public health a matter of pride. We must see the economic loss of illness. And all young people who are blessed with a good school training should be alive to the importance of clean streets, neat back yards, cellars uncluttered and school buildings undefiled. The first trumpet call should be: Safeguard all health! Contend for it in your school, in your street, in your town. Fight epidemics, not because you are afraid to die by them, but because you are ashamed to live with them.—Samuel S. Drury in "The Thoughts of Youth."



## Curriculum Revision

Constructive Aspects, Discussed by A. L. Threlkeld, Deputy Superintendent of Schools, Denver—Identifying Education With Life—Civilization a Race Between Education and Catastrophe—Influence of Classroom Upon Courses of Study

From November AMERICAN EDUCATIONAL DIGEST

CURRICULUM making is just another way of saying educational engineering. It must derive its guiding principles from a study of that which it would engineer. If the philosophy of life which I am attempting to present is, as far as it goes, sound, we must then set about from this point of view to construct our curricula. Immediately there is a demand for the details of how it is to be done. It would be a marvelous thing, would it not, if we could all at once make a fundamental change in the point of view of attacking this great problem and have the detailed ways and means spring into existence all at once? Personally, I do not expect any such magic. We have depended too much upon mysticism in the past. We shall get the ways and means only to the extent that we labor for them year in and year out, and I think it is safe to say that the more valuable they are the harder they will be to get.

### Yesterday and Tomorrow

If we agree upon our general philosophy of life, our next big job is to identify school processes with life. If life is dynamic, education must be dynamic. We cannot accept this point of view and then proceed to determine in detail remote objectives with the purpose of bringing our boys and girls to those objectives without alteration as we go along. Much of our education in the past has been just that, as many have pointed out. We have had certain arbitrary notions of what the life of the future is going to demand of boys and girls, and then we have organized these demands in terms of educational procedure that must be followed out. This means in practice, so far as it is applied, that education is a system by which the individual is made to conform to a set mold. To the extent to which it is applied effectively progress is impossible. Anything new would change our objectives and our methods. It is literally true that if we could succeed in setting up a remote, all inclusive objective as a basis for educational processes nothing new would be contributed from this time on. If a policy carried to the logical extreme presents any such picture as that how can any degree of it be accepted as anything more than a compromise with conditions which make the ideal impracticable for the time being? In the main, it has been practiced by those who have not studied out its implications to their finality. Does anyone wish to take life as it is today and perpetuate it? And is it not true that any notion about the kind of person who ought to be in this world thirty years from now is limited in its scope to that which our experience up to date points out to us? Does

anyone, therefore, have foresight enough to know what will be the condition of the world in thirty years from now? Did our leading educators thirty years ago have a picture of the present situation? What bases can we get for directing education that is safer than that of identifying it with life as it is today in order that we may use all experience up to date in application to the solution of life problems? If the citizen of two hundred years ago had been objectified and then effected through our schools, we would have no citizen today paying taxes for the support of education; we would have no compulsory education laws; we would have very little of all we value today, because the citizen as he then was could not have co-operated to bring it about. Even if we can see that such a thing was impossible, we still have those who would try to do the same futile thing today.

### Our Social Inheritance

Then on the other hand here is life. It is full of situations people must meet. Each one of these situations came out of certain causes and leads to consequences ranging from the most destructive to the most constructive. All that is knowable about the conditions which lead up to the status of any particular problem is in terms of experience of relative successes and failures on the part of those who have gone before in contributing to the evolution of the situation. Each success and each failure came about because of the particular behavior of the individual or group of individuals involved. These items of behavior and their consequences are kept as our social inheritance for the consideration of the individual as he faces his part in the carrying on of life. Out of this rapidly moving thing. If we are to accept the static concept our task is simple. In writing a course of study one could not want a simpler problem than to take an arbitrary objective and select the processes that the pupil must go through in order to get there. But if we take the dynamic point of view our task is a very difficult one and therein lies the challenge. We must perfect our technique of analyzing present life. We must be able to point out in definite terms what is the meaning of a large part of the world in ruins. If one thinks it is impossible to give definiteness to a question of that sort, let him get a suggestion from the December number of the Century in an article by its editor entitled "The Wages of Complexity," or on the "Biology of Death."

What is the meaning of society's great big infant, the modern city? What is the meaning of our industrial situation? What is the

meaning of our present system of world-wide communication which brings to bear upon the mind of nearly every individual stimuli which constitute an immense novel situation in the history of intelligence? What is the meaning of the interdependence of our present life which would make the failure of one bank in New York City of direct consequence to you and to me even if we had never heard of it? These and many other questions must grow in their meanings in the minds of our boys and girls as they come up through our schools. Scientific attack combined with sufficient industry will bring about inventions in the technique of education quite as remarkable and far more significant than those which have been so wonderfully effective in the physical sciences. We have long since learned that boys and girls are thinking individuals. I believe we have been too long a time in accepting that fact, but one who has analyzed the processes of thinking can observe them clearly as they operate in boys and girls long before they are old enough to start to school. There are those who would at once say: Well, this may be thinking that boys and girls do at this early age, but it is not reflective thinking, the kind of thinking that is a guide to action. I have never been able to discover what kind of thinking these people have in mind. So far as I can find out one might as well conjecture how many angels can stand on the point of a pin as to try to make a distinction between reflective thinking and any thinking that is thinking. As soon as one gets down to that which constitutes thinking he admits that he has never known anyone above the imbecilic grade who did not think. For instance, do you know a four year old child above the imbecilic grade who cannot think in the situations that are his at his age and foresee the consequences of contemplated ways of action? True, his foresight may not reach far, it may not restrain him much against the wrong way, but the significant thing is that it is there, and it is our business to recognize the fact that it is there and to bring to bear upon it through the most refined processes of which we are capable the significant phases of our social inheritance as the child goes through school. Then this foresight which grows out of education as life will from year to year grow in its reach. He will not go out of the high school nor out of the university fully educated, not by any means. He will go into the world with a drive, because his twelve or sixteen or twenty years of school experience will have meant that many years pointedly given to interpretations of life in terms of all the meaning that has been given by our social inheritance. He will have an attitude of mind that is open and growing, because it has never been closed. Seeing life in its meanings, its significance, he will be highly motivated. An individual's forward drive comes from seeing. Seeing far enough, he will know that the successful life is never finished. He will see failure to move on to better things as slackerism.

### Influence of Classroom

To carry education along on this basis, the entire profession must co-operate. Each must contribute the best which he can give to the sum total. No small group is equal to the task and no leadership will function unless it grows out of the thinking of all. Leadership is not an abstract thing. It grows out of concrete demands as people face needs. To be sure, it in turn stimulates those who follow to greater recognition of needs, but it is a process of mental interaction which could not go on were there thinking only on one side.

So we cannot have courses of study written by people who are far removed from the situation of the classroom. Our experts in research laboratories are indeed essential. No constructive person will overlook their significance. But the point here is that in a profession of non-participation they could not in the first place come about and, further, they can move up to the higher positions only as the profession as a whole responds with added intelligence.

Leadership evolves out of a field charged with stimuli. The great brain of Thomas A. Edison is in itself superior to other brains only in terms of neurones. Stimuli got better responses from it than from more inferior brains, that is true, but the stimuli had to be there. Upon this great brain just referred to has played the stimuli that are now emanating from thousands of laboratories all over the world. If Edison had been born before this vast field grew to its present extent, could he have reached his present accomplishment? To ask the question is to answer it. It is clear that if we are to evolve leadership to its highest peaks we must lift it by building under it. Let it be the pinnacle that we want ever to be higher, but do not lose sight of the fact that man has not yet found a way to raise the highest point of any edifice without first giving attention to the basic structure. Intellectual leadership is projected from the great body of intelligence. It does not spring up apart from it. Therefore, it follows that those who are to do the special research work in curriculum making, whether they are in the university or elsewhere, will become more expert as class-room teachers and all practitioners in the field make contributions.

The contribution of the classroom teacher is especially important at this time. She\* has been working with the psychologists in coming to an understanding of the laws of learning. She has been growing in the recognition of the fact that only as we are able to adjust materials and classroom conditions to these laws do we succeed in teaching. There are those who seem to think that a program of curriculum revision which is made to include the active participation of large numbers of teachers is in that respect a mere sham, a bait to get teachers to feel better about the program when it goes into effect. People who take this view sometimes insinuate that a

course of study cannot be scholarly when written on any such basis. But let us see about this question of scholarship.

\*The feminine pronoun is here used because most classroom teachers in our public schools are women.

Consider a history course written by an expert in history as such. This course will no doubt be excellent from the point of view of accuracy of facts presented, chronological order of events, significant movements as measured by the life of today, but from the point of view of how boys and girls learn, this course in all probability will not function. And unless scholarship is something quite different from sense, a course of study that cannot be earned would have to be considered stupid. We are justified here as elsewhere in measuring efficiency by comparing results to purposes. It is obvious that in this

case we need the expert in the subject matter of history as such and we need the point of view of the teacher who understands teaching. The two together make scholarship in this sort of thing.

Similarly it could be shown that the experience of every legitimate participant in the profession of education is vital to any constructive program for education under the ideals of a civilization striving toward democracy. It calls for the best blood of the land. If we get the vision and articulate it in terms of a great battle between civilization and catastrophe, if we look back over our shoulders and see the ruins, then look ahead and see in America what may be the last hope of the world, how can we fail to summon the best energy of our day as such calls have always done.

## History of Education in Missouri

By W. T. CARRINGTON

### Recent High School Development

**B**ETWEEN 1890 and 1900 the National Educational Association had its committees studying high school problems and related subjects. These studies helped to improve high schools throughout the nation. At this time a most fortunate thing occurred in Missouri. In 1895 our State Teachers Association appointed a "Committee of Nine" to study the entire situation regarding secondary and higher education in Missouri, and to make recommendations. This committee consisted of three university and college presidents, three high school principals and three others, the state superintendent, a normal school president and the head of a private military academy who had previously been a university professor of Greek. The committee made a unanimous report in 1896 which was adopted with great unanimity. The dissenters were connected with small colleges many of which were lost in the adjustments that followed. The essential features that vitally affected high schools were—(1) definition of high school unit, (2) provision for four parallel courses, (3) definite requirements in library for teaching history, literature and language and in laboratory for teaching science, (4) the outlining of definite ground to be covered by four units each in history, in English, in mathematics, in Latin and in science, and (5) limitations on amount of work to be undertaken by any particular high school to be determined by the number of high school teachers employed, by number in classes and by equipment. This report fixed standards that have been changed but little since. Some units have been modified to suit changed conditions and new units have been added. The report recognized the two, three and four years of high school work to be done in different types of schools, and designated courses of study for each type. The report defined "college" and prepared adjustments in both secondary and higher education, that settled for all time most of the

mooted questions. No other event in Missouri educational history has had more far reaching and beneficial effects on the whole public school system. It paved the way to standardizing secondary education in Missouri and influenced higher education generally.

Perhaps the law relating to the classification of high schools enacted in 1903 has had most to do with the rapid development and growth of high schools. It was not at first sanctioned by those who were responsible for the then recognized system of high school inspection which grew out of the report of the "Committee of Nine." The State Department secured its enactment on the theory that high school inspections, classification and standardization should be done in the interest of all education and not alone in the interest of higher education, and in the interest of high school students who were not preparing for college as well as of those who were preparing for college. It has stimulated every community able to maintain a high school to doing its best. It has led to a more favorable consideration of consolidation of rural districts and to state aid for weak districts. It has put many teachers in summer schools to meet higher requirements, and has enabled the State Department to raise standards and qualifications from time to time. It has magnified the functioning of the State Department, but to some extent it has minimized local control and initiative. It has multiplied many times the number of approved high schools, the number of high school students, the number of high school graduates and the number enrolling in higher institutions of learning. It has been responsible for increased salaries of teachers and in increased school taxation. All school activities and improvements in Missouri in the last twenty years have been influenced by this enactment or have grown out of it. There have been other stimulants to high school development of course; among them higher con-

ception of spiritual and vitalizing values in all education, but it is hardly possible to claim too much for this simple law in its relation to physical betterments and administrative improvements of our high schools.

Careful, painstaking state inspection and supervision under this law have given the present high degree of efficiency in our high schools. Those responsible for it builded wiser than they knew. The university had its high school visitor. There were about seventy high schools articulating with the university at the time. There were about two hundred other high schools in Missouri inadequately equipped, employing in many cases, poorly prepared teachers. There had been no concerted effort to improve and standardize any features of the work in the smaller high schools. This was the beginning of a systematic articulation of all schools from the lowest to the highest.

The two expressions "approved teachers" and "minimum course of study" written into the high school classification law, have enabled the State Department of Education to bring hundreds of high schools into existence and up to high standards, which could not have been done under the old order.

Another law of similar nature was enacted about the same time. It exerted like influence. It provided for use of grades made in approved Summer Schools on state and county certificates which enabled the State Department to prescribe higher qualifications for teachers in both high schools and elementary schools. There has been objection to these laws because they give a state official power to dictate the regulations of the schools. None of the four state superintendents who have been elected since these laws were enacted have abused the authority. Any movement in that direction has been but a gesture and has given way to a healthy progressive public sentiment. It is doubtful if legislation granting such authority could have been secured if the State Department were further removed from the people. Missouri's High Schools today are products of natural growth, resultant from local pride and interest rather than from centralized direction and forced procedure.

This is perhaps not the place to discuss the questions as to whether the State Department of Education shall have much or little authority, or, whether it shall function largely in an advisory capacity. As a historic fact, the high school classification law was the first of quite a few enactments that have given the department much positive control of education. From time to time the legislature has given the State Department big sticks with which to command attention and secure action. Among these are classification of high schools, state aid, teacher-training, teacher licensing, and vocational and physical education laws. All education is a unit logically considered. That which promotes one phase helps all. Growing out of permissible state control of high schools, has come great and wholesome improvement in all schools.

Mr. T. E. Spencer, then superintendent at Marshall, now assistant to Superintendent Maddox of St. Louis, was the first to advocate the six-six plan in the public schools of Missouri. His appeal was based on "the deplorable waste

of time and energy by pupils in grammar grades", "the elimination of non-essentials in the high school beginning in the seventh and eighth grades", "the seventh grade, rather than the ninth, is the natural turning point in the pupil's life", and "the influence of the high school will inspire the grammar grades and double their effectiveness." Little by little this idea has grown in favor and we now rapidly approach the division into a six-three-three plan. The Junior High is coming and with it a better adjustment of work in the first six grades and better results in the higher grades. From the teaching of "higher branches" in the public schools a half century ago, have come unique systems of Junior and Senior High Schools.

In 1913 the law providing for teacher-training in Missouri high schools was enacted. Its purpose was to provide better prepared teachers for rural schools. Its effect has been to eliminate all secondary work from the state teacher-training institutions. Six years of teacher-training in high schools put the State Normal Schools on full College basis and by legislative act they have been designated as Teachers' Colleges. State Superintendent Evans started high school teacher-training wisely. He called S. E. Davis out of the Warrensburg Normal School faculty to supervise it. The work was pitched on a high pedagogical plane. In 1915 State Superintendent Gass called M. G. Neale to the task. During four years under the inspiring work of Davis and Neale, high school teacher-training was most firmly grounded. Davis is now president of the Montana Teachers College and Neale is Dean of the School of Education in the University of Missouri. Four other supervisors, three of them graduates of the Springfield Teachers College, have since 1917 continued the work along the same high lines.

This law has greatly influenced changes in elementary schools. Its effect on high schools has not been so great. It has enabled the State Superintendent, by virtue of state appropriation under his control, to secure many improvements in all grades in districts having teacher-training. He has not secured such improvement in other districts.

In 1917 the National Congress enacted a law which grants to the states large sums of money with which to promote vocational education. Its purpose is to stimulate state education in its relations to industry and labor. When education was considered the special function of the home it correlated with the industries of the home. When the church took over education it kept moral and religious instruction foremost cultivating the spiritual and mental qualities. The public school as the successor of the church school has held to the same ideals in education too closely perhaps. Vocational education does not seek to eliminate ideals. It should rather be thought of as a movement to promote the highest welfare of all, to harmonize with industry, to make labor more intelligent, to set up the practical in the schools as a means of keeping them idealistic while at the same time making them universal.

All state aid carries with it state authority to standardize. So government aid means national standardizing authority. The vocational



education laws is an additional element of centralized control. The writer has for many years persistently advocated national aid to help equalize educational opportunities among the states, and state aid to equalize educational opportunities among the counties, and county aid to equalize educational opportunities among the communities in each county. In doing so he has recognized that there would of necessity be some control in each unit contributing aid. He cannot see the necessity of a large direction and close supervision however. A county control of strength and efficiency may easily so overshadow the community interest and initiative as to lose the desired effect. The same may become true in a larger sense of state control. Unless it functions under some restraint and limitations it may stagnate county and local activities. The biggest unsolved educational problem in Missouri is the provision for high school opportunities within reach of all our boys and girls. It will not be solved until we recognize a maximum of national and state aid with a minimum of control by them. The national fifty-fifty plan should be displaced with a better spirit of helpfulness and aid given where aid is most needed. The state should possibly abandon its policy of close state supervision and rely more on persuasion than on authority to direct. Perhaps high schools will have more nearly universal application, if not become more efficient, when their control is kept close to local determination. The difficulty to be overcome in teacher-training and vocational training in high schools, is to find a way to turn all high school aid to where it is most needed and where it will accomplish the greatest

amount of good. It is not the right motive when a school board acts on the theory that "it does not cost the district anything." No better piece of educational work than teacher-training in high schools was ever promoted in Missouri. The results to general education have satisfied the outlay without detracting from the efficiency of the high schools. Missouri accepted the national proposal for vocational education in 1917 but did not meet her part of half-and-half support until an appropriation was made in 1919. It has been fortunate that those who first planned vocational education in Missouri stood for its becoming a part of our secondary school program by assimilation rather than by accretion. While every Missourian has reason to be proud of the present status of secondary education in our state and of the advancement made in thoroughness and well nigh completeness in adaptation and application, we must not be content until we perfect the system by adapting the junior high school to the task of helping boys and girls to find themselves, by using the senior high school for preparation for the simpler life activities and vocations and by the general introduction of the junior college to give young men and young women preparation for higher and more complex activities and for entrance to professional training. The near future will see the six-three-three-two plan in general use in all centers of wealth and population, six years for elementary, three for prevocational, three for vocational and general, and two for pre-professional and liberal education. On with the advancing tide. The way opens beautifully for Missouri's future high schools.

## Report of the Committee on Teachers' Salaries and Tenure of Office

Presented to the Assembly of Delegates, M. S. T. A., November 14, 1924.

A. G. Capps, University of Missouri, Chairman; Miss Pauline Humphreys, Warrensburg State Teachers College, and Miss May Farr Hiatt, Kansas City Public Schools.

**THE COMMITTEE** on Teachers' Salaries and Tenure of Office of the M. S. T. A. has extended its study of salary trends as reported last year. Further, it has made certain other studies having significant relation to the foregoing. Only the major facts and the recommendations will be given in this report. The supporting tables of data will be presented to the SCHOOL AND COMMUNITY for early publication.

The major facts with regard to salaries and tenure are as follows:

(1) Salaries in general this year remain the same or less than last year. The exceptions are superintendents of second class high schools and grade teachers in third class high schools who have received an average increase of approximately \$9 a month.

The latest data for rural school teachers, covering the year 1922-23, show a decrease of approximately \$10 a month from the average monthly salary of 1921-22.

(2) However, the cost of living remains practically the same as last year.

(3) Superintendents and principals in all

classes of schools are still worse off than in 1913 and 1914—in some cases as much as 17.2 per cent.

(4) High school teachers are the only group that is receiving a salary that is relatively better than 1913-14.

(5) With regard to rural teachers, we reported last year that they had made only a slight increase in the period from 1913-1915 to 1921-22, provided the cost of living was considered. However, we find that in 1922-23 their salaries decreased 7.8 per cent below the 1913-14 level.

(6) A recent study of the 1922-23 salaries of rural teachers in 63 counties in the State shows a median salary of \$562.50 a year.

(7) A recent study of the tenure in first class high schools for the past 12 years (1913-14 to 1924-25), reveals that 44 per cent of the teachers served one year or less time in the same position. Forty-seven per cent—almost half—of the 2168 now teaching in the first class high schools of Missouri, entered upon their duties in the school they are now serving for the first time last September.



Seventy-two per cent—almost three-fourths—of all of the teachers in the first class high schools in Missouri, excluding the three largest cities, teach two years or less time in the same position.

A study of the 128 first class high schools that have remained first class for the past twelve years show that these well established high schools have slightly greater power to retain their teachers. Twenty-four per cent teach their second term in the same position while forty per cent are just beginning their first term in the school in which they are now teaching.

Tenure of teachers in second class high schools is becoming more brief. In 1913, 54 per cent of the teachers had a tenure of one year or less time, while in 1924-25, 81 per cent are reported as just entering their present positions.

(8) A detailed study was made of the relation between salary and qualifications of grade teachers. Data were collected for 950 grade teachers in districts maintaining teacher-training high schools and 450 grade teachers in first class high school districts not having teacher-training.

In general, the salaries are constant throughout the grades, that is, contrary to popular belief, the lower grade teachers are paid as much as the upper. The grade teachers in teacher-training high school districts receive \$4.20 a month for each additional year of tenure, whereas in non-teacher-training high school districts they receive an average increase of \$2.60 a month for each additional year of tenure. The grade teachers in teacher-training high school districts receive an average increase of \$1.50 a month for each additional year's experience, whereas in non-teacher-training high school districts they receive an average increase of \$2.30 a month for each additional year's experience.

The grade teachers in teacher-training high school districts receive an average increase of \$3.00 a month for each additional ten hours of college credit they earn, whereas in non-teacher-training high schools, they receive an average increase of \$3.40 a month for each additional ten hours of college credit.

### Recommendations

(1) Again we recommend that the significant facts with regard to teachers' salaries, and tenure be given wide publicity through newspaper stories, through Parent-Teacher Associations, and through THE SCHOOL AND COMMUNITY.

(2) Again we recommend that the State Department of Education or the State Teachers' Association make a continuing survey of salaries with relation to tenure, experience, training, and other factors effecting the salary situation. We recommend specifically that a careful investigation be made of the actual cost of living according to the standards that teachers must maintain in the community in which they work.

(3) In order that better studies of salary and tenure may be made in the future, we urge that the State Department of Education in its High School Directory give the number of elementary teachers in the various high school districts as well as the average salary for such teachers and the same items for the rural school teachers of each county.

(4) As a preliminary step to making our present one year tenure law a significant tenure law, we recommend that a probationary period of successful teaching be required of all candidates for the life state certificate to teach.

(5) We recommend again that there should be a permissive state law by which Boards of Education may employ for two or three years at a time teachers with certain qualifications after a period of successful experience in a given school system.

(6) On the basis of our investigations we know no reason why the salary schedule recommended last year should be changed. However, we urge that the State Teachers' Association appoint a special committee to study intensively the question of a salary schedule or salary schedules for teachers in Missouri and report its findings at the next meeting. The present committee feels that its duty is confined to gathering certain basic facts with regard to salaries and tenure rather than formulating a salary schedule or schedules to be adopted by this association.

## The Classroom Teacher

Estella M. Scharf in The N. E. A. Journal

I glance about my schoolroom, and ponder in my heart  
If I am really worthy to take a leader's part.  
The eager, up-turned faces, the eyes that brightly shine,  
Are confident and trusting, these little folks of mine.  
I know that I am richer far than Midas with his gold,  
For is it not my privilege their sweet young lives to mold?  
They're just a bit of living clay and I the potter, who  
By every little act or word must mold a pattern true.

'Tis not alone the knowledge that is contained in books,  
But what the teacher does and says, and how that teacher looks,  
That is the best remembered when time has passed away;  
So, I must needs be watchful throughout the livelong day.  
Again I look about me and know that I am blest,  
And wonder, Am I strong enough to really stand the test?  
Can I keep the eyes a-sparkle, upon each face a smile?  
For if I can, I know then, my teaching's been worth while.

## The Jane Hayes Gates Institute

Public School of Trades and Homemaking for Girls and Women, Kansas City, Mo.

By GRACE RIGGS

"DO YOU TEACH books here? May I see the forewoman, or the boss or whoever runs this place? Have you got room for my girl here? How much does it cost to come to this school? These are questions that are common at the Jane Hayes Gates Institute—the Public School of Trades and Homemaking for Girls and Women in Kansas City, Missouri.



Jane Hayes Gates Institute

At Garfield and Independence Avenue, somewhat back from the street, stands one of the fine old residences of the city, the one-time home of the Gates family, given by the heirs to the School District with the proviso that the Board of Education establish a school for girls and women. The home was opened in the fall of 1917 as a Vocational School designed to meet the needs of girls and women desirous of becoming efficient trades women and homemakers. Many people had been wishing for this opportunity. The only entrance requirement, that the applicant be at least fourteen years old and normal morally and mentally, excluded no one who lacked schooling. But on the first day, only two girls appeared for enrollment. During the year 1923-24 the total enrollment reached almost 3000.

There are two separate departments in the school—the Trade Department and the Homemaking Department. In the Trade Department courses are given in Dressmaking, Mil-

linery and Commercial Art. Students who select any of these are required to spend thirty hours a week in the school. Half of this time is spent on the trade subject and half in what the girls often call "regular school." When a girl enrolls she chooses the trade that she wants to learn but the other subjects are required. These include English, Mathematics, Civics, Industrial History, Hygiene and Sanitation, Design, Related Art, and Food Study. Academic subject matter with a direct bearing upon the trade that the girl has selected is prescribed or required. Courses cover a period of two years, but it is sometimes possible for a student to finish in less time, and it is also sometimes necessary for a girl to spend more time in school.

In the beginning few of the trade students were graduates of elementary schools, but during the past year more than 95% had completed the elementary school course. Of these, 25% had gone farther; some had finished high school and a few had done some college work. There are those who for some reason have fallen behind in their regular school work and who rebel against school. Can you blame them for rebelling? Can you imagine yourself at fourteen wanting to associate with girls of nine or ten? A place can always be found in the Jane Hayes Gates Institute for such girls. Similar in age and size to the other girls they do not mind having to work hard to make up what they lack in subject matter.

The equipment used in teaching the trades is the same you will find in any business shop of the same type. Classes are conducted on the shop plan. The girls become familiar with every step of the work in the trade which they are learning. Teachers of trade subjects have had practical trade experience in addition to school training. They have had education as well as schooling.

Co-operation is the key-note of the school. This is evidenced by remarks which the students are often heard to make. "I like to come here for this doesn't seem like a real school. We seem more like a big family than anything else." Another reason for the real democratic spirit that exists is the building itself. The outside is attractive, but it is after you enter that you marvel at the beauty of the house. The interior of the building is a work of art. Each room on the first floor is finished with a different kind of hand-carved woodwork. The designs are particularly well suited for the various rooms. This building served the purpose for a time. Soon the enrollment reached such numbers that there was a question as to what to do with the people. Then the old barn at the back of the lot was added to, changed and transformed in many ways by the boys from the Lathrop School, the Boys' Trade School of Kansas City, into a building containing four class rooms.

The school is classified as a secondary school and students who finish the two year course and then desire to enter high school are given credit for the work they have done.

Besides the all day Trade Courses, there are classes in the Homemaking Department for women who cannot spend much time in school, who want to learn for their own benefit and not for the purpose of using the information commercially. Many who have entered with that idea in mind have used what they have

She tells in her broken way of home-sickness and "too much time to think" so she comes to learn American ways of doing things. Every section of the city is represented. All meet on a common level in the class rooms, where no favoritism is shown on account of money or social position. The question is often asked—"Am I too old to come to school?" The answer might be—"When is a person too old to learn?"

The evening classes, which meet three evenings a week, give girls and women who are



A Graduating Class from the Jane Hayes Gates Institute

learned to add to the family income. The classes open in this department are Dressmaking, Millinery and Interior Decorating. Each of these classes meets at least three hours a week. A woman may enroll in as many different departments as she wishes. These classes, carried on in the main building, have become so popular that other classes have been opened in various parts of the city, teachers being sent out to them from the main school.

It is in this department that one finds a variety of students, from the young bride who wants to learn how to sew, to the woman of eighty who always did want to learn to make hats and now has the chance; the woman whose husband has failed in business, making it necessary for her to manage her own household; the one who thinks that it costs a lot to keep a girl in high school so she wants to learn how to make the garments and hats that will satisfy the changing desires of the young miss; the foreign woman who has not been in this country very long and whose English is hard to understand.

employed during the day a chance to learn some of the things that every woman should know. Then, too, there are the mothers that come in the evening when there is someone at home to care for the small children.

A summer session of six weeks, which begins immediately after the close of the regular school year, is open to all girls and women. Among those enrolled are girls who do not feel that they have time to take Sewing and Millinery in the high school; women who cannot come during the winter; public school teachers who want to learn how to stretch their income; and always those who have just heard about the school and probably come through curiosity. They are rather skeptical in the beginning about learning really practical things in the school, but when they behold a becoming hat or garment which is the product of their own brain and hands, they become believers and boosters.

In operation only seven years the school has had remarkable growth. Beginning with the second year there has been a graduating class

# How does music educate?

By stimulating mental alertness; by reaching, awakening, and guiding the developing powers of the child mind. It requires, however, the judicious use of reproductions of the *real* music to secure lasting results.

## *Try these lessons in discrimination in your classes*

**One of these selections says "busy," one "quiet, contemplative, or dreamy." Which?**

Nocturne in E Flat (Chopin)	Samaroff	6269
Caprice (Ogarew)	Powell	806

**One of these says "happy," one says "sad." Which?**

Waltz in G Flat Major (Chopin)	Moiseivitch	55156
Death of Ase (Grieg)	Victor Orchestra	35470

**One of these says "dance," another "gallop," another "march." Which?**

Light Cavalry Overture (von Suppé)	Victor Orchestra	19080
War March of the Priests (Mendelssohn)	New York Orchestra	6464
Waltzing Doll (Poldini)	Powell	806

**One of these says "elves," another "fairies." Which?**

Golliwogg's Cake-Walk (Debussy)	Rachmaninoff	813
Scherzo—Midsummer-Night's Dream (Mendelssohn)	Philadelphia Orchestra	6238

**Who can make up a story that seems to be suggested by either of these?**

Funeral March of a Marionette (Gounod)	Victor Orchestra	35730
Ballet Music from Rosamunde (Schubert-Kreisler)	Kreisler	723

Have you secured attention, interest, concentration, discrimination? Have you aroused the imagination, the sense of beauty, the joy of discovery, the power of expression? Then you have contributed to the education of the children.



Educational Department

**Victor Talking Machine Company**

Camden, N. J.

from the trade department each year, the total number of graduates thus far being 149. Students who complete the courses are ready to take positions in the line of work in which they specialize. They have been trained not only to make a living, but also to live while they are making a living. The efficient work of the school is evidenced by the number of girls who have secured positions in the high-class shops of the city and have been able to hold those positions.

The school is not through with the girls when they receive their diplomas. The teachers

keep in touch with the employer and also with the girls. The value of the school to the community cannot be measured. The compensation for the work is not all in dollars and cents, but a large part of the pay comes from the satisfaction of service and the belief that "Success is never measured by the size of one's bank account. That is only one little unit of measure among many more lasting. Real success is measured by the joy of work, the sense of achievement, and the consciousness of having done one's best."

## ITEMS of INTEREST

### STATE CHAMPION BOYS' 4-H CLUB TEAM, EGYPT BOTTOM POTATO CLUB, CAMDEN, RAY COUNTY, MISSOURI

**T**HIS IS A picture of the state champion Boys, 4-H Club demonstration team. Reading from left to right, the members are: Rolla Casteel, Emery Casteel and Fred Stonner.

This team won first place at the Missouri State Fair, and second place at the Interstate Fair, Sioux City, Iowa. These boys have also demonstrated better potato growing methods before farmers' organizations, commercial clubs, and teachers' meetings all over Ray county.



Recently they gave a demonstration of their practical farm and home methods before the State Extension Conference at the Missouri College of Agriculture.

The members of this team exemplified what they had done on their home farms; viz.: (1) The use of legumes and fertilizers to build up potato soils, (2) the use of certified and treated seed to prevent diseases, (3) and grading to improve the quality of the product. The club members' fields yielded above the average of the adult potato growers of the district.

This team was selected from one of the Standard Boys' and Girls' 4-H Clubs that are sponsored by the Extension Service of the Missouri College of Agriculture. F. D. Stonner, a farmer of the community, is the local club leader and Stewart Leaming is the County Extension Agent of Ray county.



Modern High School Buildings have increased in number in Lafayette county, according to a recent issue of the Lexington News. Pictures published in connection with the story show elegant, new buildings at Odessa, Bates City, Alma and Wellington. The newest building is that of Odessa which was completed Dec. first at a cost of \$60,000. It is an addition to the old building. The oldest of the pictured structures is Wellington's, a remarkably imposing building considering its cost, \$21,000. Each building has a gymnasium and an auditorium. It is said that Lafayette county has enough high schools to supply the needs of all the children if the county were districted in accordance with the provisions of the Community School Bill which will be introduced in this General Assembly.

G. W. Diemer, Director of Platoon Schools and Director of Kansas City schools, Kansas City, Missouri has written a bulletin for the Federal Bureau of Education on the platoon school in Kansas City, Missouri.

In his introduction Director Diemer points out that "we have come to the transition from the traditional form of organization to a modern type of organization that will meet social needs." According to Mr. Diemer many educators are finding in the platoon school a means of meeting the demand for a more efficient elementary school without excessive cost. Some of the reasons for the platoon school are pointed out as being:

1. It gives the child a great variety of experience, provides for so-called interruption without loss of time to the whole school.
2. It provides a well balanced program, giving half the time to the fundamental subjects and the other half to the special and social subjects.
3. It makes departmentalization possible.
4. It makes it possible to take care of individual differences.
5. It is sufficiently conservative to appeal to the public.
6. It insures modern buildings.
7. It is more economical because it means 100% efficiency in the use of the school plant.

In connection with the latter point the report calls attention to the savings made by Newark, New Jersey, which amounted to \$744,000 in the nine schools in which it was established.

Mr. Diemer uses the Henry C. Kumpf school in Kansas City, Missouri as a means of discussing these points. A very complete description of the building, equipment, curriculum, daily program and the teaching corps is given.

The bulletin may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C. at five cents per copy.

The Pioneer is the publication of the students of the Ste. Genevieve high school. It is a breezy sheet of four pages, devoted largely to fun of the wholesome variety, some news, interesting announcements and a goodly amount of advertising.

### MISS TURK APPRECIATED

THE KANSAS CITY TEACHERS' JOURNAL of December contains the following note of disappointment on the part of Kansas City teachers, their splendid appreciation of Miss Genevieve Turk, and their determination for the future:

"We like and honor Miss Dobbs, but it was Kansas City that planned and perfected the most wonderful meeting ever held in the state, and Kansas City came away empty handed.

"Yes, the women deserved this honor, Kansas City deserved it, and Miss Turk deserved it.

"Wherever the cause of right and justice to teachers has needed a champion, wherever the best interests of the teaching body have been in jeopardy, wherever a battle was to be fought for the cause of education, there regardless of personal ambition, Genevieve Turk has been found in the forefront of battle, fighting inch by inch, yielding not one iota of right, and nearly always leading her companions on to victory.

"The teachers of Kansas City, unlike republics, are not ungrateful.

"They remember who, in 1903, distributed literature in regard to salary increase, when, to do so, was to postpone for years a well earned promotion; they know who fought almost single handed, the battle for a living wage, who worked with might and main in two later campaigns for the same cause, till they were brought to a successful issue.

"The teachers of Missouri, men and women, know who left no stone unturned in her effort to secure for Missouri teachers' pensions, know who was a vital factor in the adoption and perfection of the retirement fund.

"The teachers of Kansas City know, and will remember, for,

"Though beaten back in many a fray  
New strength from each we borrow,  
And where the vanguard camps today  
The rear shall rest tomorrow."

"There is another year coming, and another election, and Kansas City teachers will remember.

The Hannibal Lions Club has a rather unique and, judging by results, effective plan for encouraging scholarship, and the development of social and civic qualities in the school children of their city. At a recent meeting of the Club over 500 boys and girls qualified for the honor which the club had arranged to bestow on those who met the conditions of the award.

Each pupil who attains a mark of 85 out of a possible 100 is entitled to an award consisting of a certificate of credit. Three such awards entitles the holder to a button which is regarded as the award of honor and six certificates received within a given time will entitle the holder to a more elaborate diploma of honor.

The plans for primary, junior-high and senior-high schools are similar, varying in the requirements and the kind of award.

The plan is commendable in that it provides

that all who make the necessary effort may win. The pupil is striving for the attainment of a standard and not competing against a

fellow pupil in a contest in which only one can win.

## NEW BOOKS

**OUR PLAYHOUSE**, an Industrial Reader by Ella Victoria Dobbs, Associate Professor of Industrial Arts, University of Missouri. Illustrated with photographs from life and line drawings. Pages 125. Published by Rand, McNally and Company. Price .75.

That the mind grows by its own activity has long been common knowledge among teachers and that mental activity is always associated with physical activity especially in the lower grades, has likewise been common knowledge, but it has been difficult to supply the primary child with that activity which at once interests and educates. In "Our Playhouse" Miss Dobbs has connected social, moral, and mental activities with the instinct for physical activity.

As a reader for the first and second grades, it furnishes material so related to the pictures and the natural activities of the children as to make it vitally interesting, but the book will be more than a reader. It will suggest to the children and to the teachers lines of helpful activities and suggest them strongly enough to make the suggestions impelling. It does not tell how to build a house; it tells how the house is built. It leaves plenty of room for initiative and stimulates initiative.

There is a three-fold purpose behind the book. It gives children practice in the actual handling of tools. It trains them in taste and judgment. It builds up definite moral ideals.

The plan has been worked out with actual children in real school rooms. The pictures are taken from life and the context is a description of what the children did. The vocabulary has been tested with the children themselves and the unusual words are repeated frequently enough to fix them in the children's minds.

Eight pages are given to suggestions to teachers concerning materials, tools, and methods. "Our Playhouse" should prove a very popular book to primary teachers who are interested in finding a way to keep children wholesomely active and in a mental attitude of acquiring knowledge, skill, and wholesome social and moral qualities.

**THREE PROBLEM CHILDEN**, a narrative from the Case Records of the Child Guidance Clinic. Published by the Joint Committee on Methods of Preventing Delinquency, 50 East Forty-second Street, New York City.

This is a non technical account of what has been done to help three unhappy youngsters

in troubles in school and home, and it makes clear the causative factors that lie behind disorders of conduct. The book is based on the actual records of the Bureau of Child Guidance, which is the psychiatric clinic conducted by the New York school of social work as part of the commonwealth program for the prevention of delinquency. The book will be of vital interest to all teachers, because the problems with which it deals are more or less typical and common. The book contains a description of three children whose problems are detailed by Henry C. Morrison, Professor of Education, University of Chicago, and also the clinical reports on these children. The book may be had for \$1 from the Joint Committee on Methods of Preventing Delinquency at the above address.

**A STUDY RECORD SYSTEM** by Roscoe V. Cramer, Superintendent of Schools, Lebanon, Missouri. Published by the Webster Publishing Company, Webster Groves, Missouri.

The primary purpose of the card is to teach pupils how to study and to furnish a systematic and scientific way of rating their efforts, and growth in this ability. It provided a Study Program Card to be held by the student or parent and a duplicate to be held by the study hall keeper. On the back of the former is a list of rules to be studied and reduced to habit. The reverse side of the latter contains suggestions for the management of the study hall.

A study hall record book provides a means of keeping a daily record of each student and for marking his achievement.

Superintendent Cramer has worked for several years in perfecting this system and has unquestionably developed a workable and efficient method of doing what every high school teacher has felt needed to be done—make it possible to systematize and regulate one of the most difficult parts of the modern high school organization, and to make of it a real force in developing good habits of study.

**SOCIOLOGY AND MODERN SOCIAL PROBLEMS**, by Charles A. Ellwood. Pages 416. Published by the American Book Company.

This is a new and revised edition of the author's very popular elementary text in sociology. The statistics have been brought down to date and the lists of supplementary readings made more suitable to the present day.

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**WE AND OUR HEALTH, Book II**, by George E. Payne, Professor of Sociology, New York University, formerly President of Harris Teachers' College, St. Louis. Illustrated by Mabel Latham Jones. Pages 133 plus vii. Published by The American Viewpoint Society.

Here is another of those delightful books published by the American Viewpoint Society which one likes to turn through and read from the pictures, each of which tells a story, and invites the reading of the printed material as well.

The author's purpose has been to present material which will build up in the child the habits, knowledge and attitudes which will make for the child's physical well-being, rather than to give to him the conventional type anatomy and physiology which experience has shown does not function in the production of healthful living.

It is difficult to imagine a book better suited to develop wholesome health habits and inspire right attitudes toward living than is "We and Our Health."

**SOME OBSERVATIONS ON SECONDARY COMMERCIAL EDUCATION**, by Arnon Wallace Welch. Pages 208 plus ix. Published by the Gregg Publishing Company. Price \$1.

The author presents what appears to be a sane and commonsense view of his subject. It is a philosophy rather than a survey, though it is written with an evidently broad general knowledge of the practices and conditions throughout the country. There is a virility and graphicness in the style which makes the reading of the volume enjoyable, and the content is of a character which makes it very much worth while to all who are interested in curriculum building.

**PRACTICAL PROBLEM PROJECTS**, by F. W. Rawcliffe. Pages 112. Published by F. E. Compton and Company, 58 East Washington Street, Chicago, Illinois. Price 35 cents.

This is a beautiful and useful brochure containing several very interesting problems and projects for pupils from the fourth to the ninth grades inclusive. The material is not mere theory, worked out at a desk, but represents, as nearly as clear English and high-type pictures can portray, actual work done in the classrooms of the public schools of Cicero, Illinois. While the booklet primarily illustrates some of the important uses that the teacher can make of "Compton's Pictured Encyclopedia", it is very much worth while within itself. The fact that it does advertise the "Pictured Encyclopedia" undoubtedly accounts for the very low price of .35 cents for which the publishers sell it.

**STORY HOUR READERS**, Revised, by Ida Coe and Alice Christie Dillon. Illustrated by Maginel Wright Enright. Published by the American Book Company.

This series of four books (also published as a six book series) consisting of a primer, book one, book two, and book three supplies the pupil with the most beautiful reader that modern printing can provide at a reasonable cost and with a reading content which immediately grips his interest and imagination.

The Teachers' Manual, the chart, the perception cards and the seatwork which the authors have arranged in suitable form for classroom use, make this series particularly attractive to the teacher.

**TEACHING AGRICULTURE**, by James B. Berry. In New-World Agriculture Series, edited by W. J. Spillman. Cloth. xvi plus 230 pages. Illustrated. Price \$2. Yonkers-on-Hudson, New York: World Book Company.

During the past decade there have appeared many books dealing with the science and the art of teaching, several of which have been in the specialized field of vocational education. But up to the present time there has been no book in which the judicious use of the proper

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A portion of the book is devoted to the principles which underlie the selection of the subject matter to be taught and practical applications are developed. The last chapter points out the duties, responsibilities, and ideals of the teacher of agriculture—a discussion that will give inspiration to a seasoned teacher as well as to the beginner.

A series of Appendixes adds greatly to the practical value of the book. It includes such helpful material as "an outline of the teacher's



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plan of work", a "community survey" form, a reproduction of the "Massachusetts Life History folder", and a "Record Sheet of Farm Enterprises". A descriptive glossary and a carefully prepared index complete the book.

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teachers of agriculture and of practical arts in high schools and colleges, but more particularly to teachers of vocational agriculture. However, it embodies a teaching procedure which offers fruitful suggestions to teachers of academic subjects and science.

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